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ABSTRACT

This performance report, required by federal regulations, indicates the level of achievement of the goals and objectives in the FY 1988-90 State Plan for Vocational Education in North Carolina. The first section of the report covers secondary education. Part 1 describes accomplishments in providing programs, services, and activities for special populations (handicapped, disadvantaged, limited English proficient, adults in need of training and retraining, single parents and homemakers, and students in nontraditional programs (sex equity), and describes exemplary programs for participants in each category. Part 2 describes accomplishments in new and expanded programs, career guidance and counseling, personnel development, curriculum development, equipment, research, exemplary programs, and program improvements. Part 3 describes accomplishments in programs, services, and activities for consumer and homemaking education in depressed and nondepressed areas of the state and includes descriptions of exemplary programs and achievements in state leadership. Part 4 describes the accomplishments in programs, services, and activities provided jointly by local education agencies, community colleges, and community-based organizations and includes descriptions of exemplary programs. The second section of the report, consisting of two parts, covers postsecondary vocational education. Part 1 addresses programs for special populations--all those referred to in section 1 plus services for criminal offenders. Part 2 details program improvement accomplishments. (CML)

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# North Carolina Vocational Education

# PERFORMANCE REPORT

## Program Year 1988-89

U.S. DEPARTMENT OF EDUCATION
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North Carolina State Board of Education
North Carolina State Board
of Community Colleges
Raleigh, North Carolina
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"It is the intent of the General Assembly that vocational education be an integral part of the educational process." The State Board of Education and the State Board of Community Colleges shall administer, through local boards, a comprehensive program of vocational education which shall be available to all students who desire it without regard to race, sex, national origin, or handicap.

CE

Attachment No. 4

NORTH CAROLINA
PERFORMANCE REPORT FOR VOCATIONAL EDUCATION
PY 1988-89

Executive Summary

| | |
|---|---|
| Historical Relationship | The State Board of Education functions as the State Board for Vocational Education in all governance responsibility between the state and federal government in the area of secondary and postsecondary vocational education, except higher education. Historically, annual accountability reports have been required by the U. S. Department of Education to justify financial support of vocational education from the federal government. |
| Purpose | The Performance Report, required by federal regulations, reflects the level of achievement the state has attained in relation to the goals and objectives set forth in the FY 1988-90 State Plan for Vocational Education. |
| Part I | This part described the accomplishments the state achieved in providing programs, services and activities for special populations, groups and individuals. The handicapped, disadvantaged, limited English proficient, adults, single parents or homemakers, criminal offenders, and elimination of sex bias received special attention. Exemplary programs for participants in each category are described. |
| Part II | This part describes the accomplishments in new and expanded programs, career guidance and counseling, personnel development, curriculum development, equipment, research, and exemplary programs developed. Other activities to improve programs for participants is described. |

(over)

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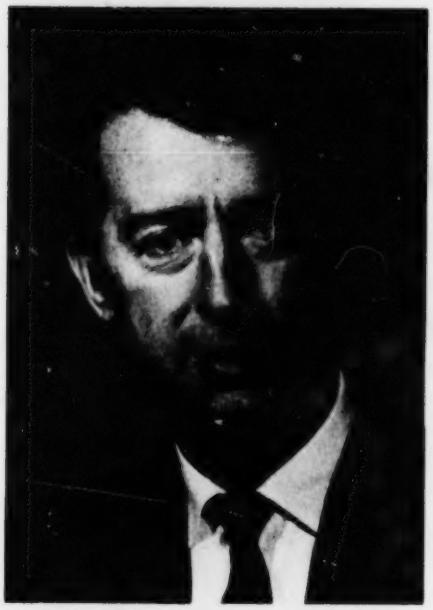
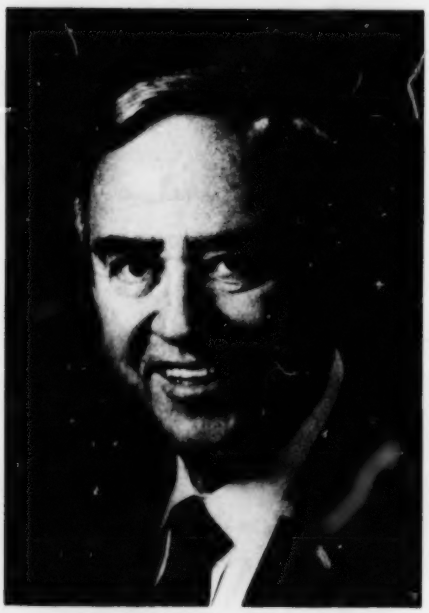
| | |
|---|---|
| Part III | This part describes the accomplishments in programs, services, and activities for consumer and homemaking in depressed and non-depressed areas of the state. Achievements in state leadership and exemplary programs for participants are described. |
| Part IV | This part describes the accomplishments in programs, services, and activities provided jointly by local education agencies, community colleges, and community based organizations. Exemplary programs for participants are described. |



Bob R. Etheridge
State Superintendent
Department of Public Instruction

Vocational education is intended by the General Assembly of North Carolina to "be an integral part of the educational process." This is significant to understanding the performance of vocational education in this state. Just as we espouse a comprehensive approach to vocational education through a standardized course of study within secondary education, so do we promote a comprehensive approach to secondary vocational education that complements the work of postsecondary vocational and technical education.

To these ends, the North Carolina Vocational Education Performance Report is presented to demonstrate not only how the performance of vocational education meets the standards set forth in the federal Carl D. Perkins Act, but also to show it complements and contributes to the whole educational process for the youth of our state. We encourage you to read the document carefully.



Robert W. Scott
State President
Department of Community Colleges

The North Carolina community college system was created to give adult citizens opportunities to obtain the technical, vocational and basic academic education they need to be full participants in the economic and social life of the state. From its beginnings as a system of industrial education centers and junior colleges, it has focused on that primary mission. Today, over 624,000 individuals are enrolled in all programs, 413,000 in curriculum or continuing education programs which provide specific preparation for an occupation. Institutions provide assessment, counseling and support services to increase student success. College faculty and administrators work closely with business leaders to insure that programs are teaching students what they need to know to become valuable employees. The system's record in vocational education has made it one of the state's major economic development assets.

CERTIFICATION

The State Board of Education, sole state agency, has the authority under Public School Law 115C - 153, to approve and submit the PY 1988-89 Performance Report for Vocational Education. This report has been prepared in compliance with OMB Circular No. 1830-050 and is authorized by 34 CFR 80.40. The report covers the twelve month program year July 1 to June 30.

NORTH CAROLINA STATE BOARD OF EDUCATION
(Official Name of State Board)

November 2, 1989
(Date)

Chairman, N.C. State Board of Education

November 2, 1989
(Date)

State Superintendent of Public Instruction

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# INTRODUCTION

This Performance Report presents the services and activities provided the youth and adults in secondary and postsecondary vocational education in North Carolina from July 1, 1988 to June 30, 1989.

The report is more than a compliance document for the U.S. Department of Education. It represents the efforts at all levels to improve the quality of education and training for participants in vocational education.

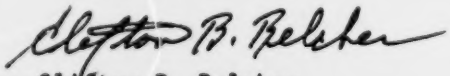
Data are provided to reflect services to special populations, trends, growth in enrollment, student and employer assessment of the value of vocational education, and business/industry participation and contribution to quality control.

The federal grant of $24,868,478 dollars (PY 1988-89) was shared two-thirds by secondary and one-third by postsecondary. This sharing of federal resources is pursuant to North Carolina General Statute 115C-158. The contents of the report reflect this two-thirds/one-third split and the appropriate clientele served at each level of vocational education.

The report is divided into two parts--secondary and postsecondary. The secondary education part contains four sections (I, II, III, IV). The first section (I. Vocational Education Opportunities Accomplishments) contains information on secondary vocational education services and activities for handicapped, disadvantaged, limited English proficiency and sex equity. The second section (II. Program Improvement Accomplishments) contains information on secondary vocational education in the area of new programs, expanded programs, career guidance, personnel development, curriculum development, equipment, research, and other improvement activities. The third section (III. Consumer and Homemaking Accomplishments) contains information on home economics services and activities in secondary education. The fourth section (IV. Community Based Organizations) contains information on programs and services provided jointly by eligible recipients and community based organizations.

The postsecondary education part contains two sections (I, II). The first section (I. Vocational Education Opportunities Accomplishments) contains information on handicapped, disadvantaged, limited English proficiency, adults in need of training and retraining, single parents and homemakers, sex equity, and criminal offenders in correctional institutions. The second section (II. Program Improvement Accomplishments) contains information on postsecondary education accomplishments under a category where limited resources were available for the stated purpose.

We congratulate all parties concerned not only in the high level of performance indicated in this report, but also in the sincere desire to coordinate efforts to provide maximum results for the clients served by vocational education.



Clifton B. Belcher
Division of Vocational Education Services

NORTH CAROLINA
ANNUAL PERFORMANCE REPORT
FOR THE VOCATIONAL EDUCATION STATE-ADMINISTERED PROGRAM
UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT
P.L. 98-524

This report is authorized by 34 CFR 80.40 and covers the twelve month program year July 1 to June 30. It has been prepared in compliance with OMB Circular No. 1830-050, and Program Memorandum OVAE/DVE - FY 88-89.

Program Year 1988-89

STATE BOARD OF EDUCATION
RALEIGH, NORTH CAROLINA
27603-1712

## Results and Accomplishments of Expending Title II - Part A Federal Funds VOCATIONAL EDUCATION OPPORTUNITIES

The numerical data on special population students enrolled in vocational education that are assisted with federal funds under Title II, Part A and matching state/local funds where required or optionally provided are reflected in Table 1.

I. Vocational Education Opportunities Accomplishments

A. SECONDARY - Handicapped

1. Number of handicapped receiving additional services in maintstream programs. (See Table 1)

2. Number of handicapped served in separate programs. (See Table 1)

Table 1

ENROLLMENT BY CATEGORY
PY 1988-89
SECONDARY - POSTSECONDARY

| Target Population | Secondary | | Postsecondary/Adult | | Total |
|---|---|---|---|---|---|
| Title II(A) | Mainstream Programs | Separate Programs | Mainstream Programs | Separate Programs | |
| Handicapped | 14,535 | 2,334 | 4,162 | 2,391 | 23,422 |
| Disadvantaged (minus LEP) | 47,959 | 2,213 | 30,963 | 12,330 | 93,465 |
| LEP | 665 | 97 | 1,213 | 2,197 | 4,172 |
| Adult | | | 65,014 | | 65,014 |
| Single Parent/ Homemaker | | | 21,193 | | 21,193 |
| Corrections | | | | 1,267 | 1,267 |
| Nontraditional* Male | 38,548 | | 17 | 81 | 38,646 |
| Female | 11,284 | | 354 | 1,548 | 13,187 |
| Title II(B) Regular Voc-Ed Population | 338,250 | | 439,369 | | 777,619 |
| TOTAL II A & B | 451,241 | 4,644 | 562,285 | 19,814 | 1,037,984 |
| TOTAL TITLE II | 455,885 | | 582,099 | | 1,037,984 |
| Title III | | | | | |
| III(A) CBO | | 19 | 557 | 55 | 631 |
| III(B) C&H | 39,819 | | | | |
| TOTAL TITLE III | 39,838 | | 612 | | 40,450 |
| TOTAL - TITLE II & III SECONDARY & POSTSECONDARY | 495,723 | | 582,711 | | 1,078,434 |

*A nontraditional vocational education program or course for a student is one in which the vast majority of students are of the opposite sex.

1. Vocational Education Opportunities Accomplishments

A. SECONDARY - Handicapped

1. Number of handicapped receiving additional services in mainstream programs. (See Table 1)

2. Number of handicapped served in separate programs. (See Table 1)

3. Achievements in providing equal access for handicapped; in recruitment; full range of programs; least restrictive environment; coordination between special education and vocational education; assessment, career development; and transition from school to work.

The North Carolina State Plan for FY 1989 established five overall objectives to monitor achievements in providing equal access for handicapped students. Accomplishments in recruitment to the full range of program offerings, least restrictive environment, coordination between special education and vocational education, assessment, career development, and transition from school to work will be outlined, as appropriate, in the context of each objective.

**Objective #1**

**Provide supplemental vocational instruction to handicapped students in accordance with a written Individual Education Plan**

Each local education agency continued an aggressive program of supplemental services for handicapped students. Approximately 14,535 handicapped students benefited from additional vocational instruction, counseling and career development activities. Data indicates that 4479 more students were served in FY-89 than in FY-88.

Each LEA assigned at least one individual to work as vocational support service coordinator. This individual worked with the IEP committee to interpret vocational assessment data and plan student objectives compatible with their abilities and interest in the least restrictive environment. Eighth grade handicapped students and their parents were provided information about the vocational programs available through IEP meetings, student orientation activities, small group counseling sessions, career day activities, career exploration classes, written communications and home visitations.

Through support services, handicapped students were able to establish realistic career objectives, enroll in vocational programs which were compatible with their

abilities and interests, receive additional vocational instruction and individualized assistance with reading and math demands of vocational programs, develop positive self images, and improve their attendance.

The goal of support services programs in North Carolina is to provide coordinated services (with other agencies) to help special needs students develop marketable skills. Based on reports from local education agencies, the level of services were very beneficial and many handicapped students would not have been successful in vocational programs without the support they received.

Objective #2

**Provide comprehensive vocational assessment for handicapped students enrolled in vocational education programs.**

Handicapped students being considered for vocational placement and those already enrolled in vocational programs were given a vocational assessment to determine their strengths, weaknesses and special needs.

Each local unit developed an assessment process that included two phases - basic assessment and formal assessment. All students were given a basic assessment. The primary purposes were to:

(a). assess academic abilities, vocational programs, interests, and learning needs and styles;
(b). develop an individual career and vocational plan; and
(c). determine whether a comprehensive or formal vocational assessment was needed.

If educational placement and instructional needs could not be determined at the basic assessment level, students were referred for more indepth assessment either at the high school or vocational rehabilitation units.

After completion of the assessment process a career plan was developed cooperatively with all service providers including handicapped support personnel and vocational rehabilitation, if applicable.

Vocational Assessment activities in North Carolina have been very effective in helping students understand their potential for success in a vocational program and in the career planning component of the middle grades program. However, many LEA's expressed a concern relative to the amount of time involved in the

assessment process and the lack of understanding of regular vocational teachers about how to use assessment information for instructional planning. Efforts were made during FY-89 to integrate assessment activities into the curriculum of the career exploration programs at the middle school level. This eliminated the problem of "pulling" student out of their regularly scheduled classes for assessment. Regular guidance counselors were involved in providing feedback to students and assisting students with vocational course selection. Regular vocational teachers were provided inservice on how to plan instructions to meet individual learning styles and academic functioning levels of students. These strategies will be continued for 1989-90 with more emphasis on involving regular vocational teachers in the assessment process.

**Objective #3**

**Provide transitional services which will encompass a broad array of services and experiences which will lead to sustained employment.**

During FY-89, transitional planning was a major component of the IEP for handicapped students. LEAs included transition activities as a component of the services provided through support services. In addition, students were provided career counseling and employability skills training. Major accomplishments were made by allowing handicapped students to work on the school campus to develop good work habits and gain experience prior to embarking on competative employment. By utilizing JTPA resources, vocational rehabilitation, and work study, more handicapped students were afforded transitional services prior to graduating from high school.

**Objective #4**

**Provide cooperative strategies and internships in conjunction with vocational programs in which students are enrolled.**

Through special programs, 461 students received cooperative strategies in competive employment situations. Others received on-campus work experience as indicated above. One LEA established an internship program with a local shopping mall which allowed handicapped students to intern an average of ten (10) hours a week at various business establishments. This arrangement was highly successful. However, there is a need for increased statewide activities that will provide cooperative strategies and internships for handicapped students. During FY-89 LEAs will be encouraged to place more emphasis on work experience options for handicapped students.

Objective #5

Provide assistance and support to vocational teachers in the areas of curriculum and equipment modification.

Inservice activities were made available for vocational teachers to increase their skills in modifying curriculum and equipment for handicapped student. In additon, LEAs provided (as necessary) braille textbooks and large print instructional materials, special safety devices for equipment, desks to accomodate wheel chairs, interpreters and readers.

Through the Support Services Lab at each school, vocational teachers were able to receive assistance with unique problems they encountered with the students and with developing appropriate instructional materials for handicapped students enrolled in their program.

4. Description of additional or supplemental services provided to the handicapped:

   (a) Outreach activities designed to recruit and enroll handicapped students for reuglar vocational programs.
   (b) Vocational assessment activities for all identified students to determine their interests, abilities and special needs.
   (c) Additional time for vocational instruction and special individualized related basis skill instruction.
   (d) Guidance and counseling including recruitment, referral, and follow-up services.
   (e) career planning and decision making activities
   (f) job placement and follow-up services.

5. Exemplary programs developed.

New Hanover County - Estimated Expenditures (all funds sources) -

J. T. Hoggard High School offers a special vocational curriculum for EMH and LP students. In addition to all regular vocational classes in which they may choose to enroll, many students take the three-year program which is specifically designed for their needs.

Sophomores are introduced to vocational education and offered study in general household management, cooking and sewing skills, home maintenance and computer education.

The juniors continue the curriculum in Vocational Education I which is classroom and work experience integrated into one program. Three days a week the students study skills that are necessary for employment. Areas that are covered include applications, interview techniques, job hiring, employer-employee relationships, computer training and job safety. Two days a week the students spend their class time working at job sites around the school. These sites include the library, the cafeteria, the nurse's office,

the attendance office, custodial work, the bookroom and grounds maintenance. Students may also work as teacher assistants during this time helping teachers with room maintenance and paper grading.

Seniors in Vocational Education II devote three class periods a day to their study. Two periods are spent working in businesses at Long Leaf Mall which include Roses, Hardee's, Ben Franklin Craft Store, The Paper Place, That's Amore and Coastal Dry Cleaners. These businesses offer valuable training for students that cannot be taught in a regular vocational classroom. Activities include yard maintenance, salad and dessert preparation, stocking shelves, unloading trucks, pricing merchandise, fixing displays, window washing and general store upkeep. Students rotate through four nine-week sessions; therefore gaining a variety of business experience. Students who become competent workers are easily gaining employment upon graduation due to references and contacts made while working. The third period is spent in the classroom discussing job related problems and accomplishments and vocational training.

The goal of this program is "to provide meaningful work experiences enabling students to acquire knowledge, skills and appropriate attitudes necessary for eventual full-time employment. Through the efforts of the administration, the faculty and the concerned businesses at Long Leaf Mall, EHM students at J. T. Hoggard are achieving this goal and preparing themselves for a lifetime of employment.

IMPACT OF USE OF THESE FUNDS ON THE TARGET POPULATION:

Services have been improved and expanded by the implementation of a model that eliminated program/service duplication. The model ensured that all handicapped students received transitional service.

Scotland County - Estimated Expenditures (all fund sources) - $29,247

DESCRIPTION OF SERVICES:

A special program and support system was provided for students in Scotland County in Occupational Home Economics.

Students were assessed to determine their interests and unique needs. Those students who could function in the mainstream with support were scheduled in selected Occupational Home Economics programs and provided support as needed by a team of support personnel.

Once it was determined that handicapped students could not develop competencies in the regular setting, they were assigned to a Special Applied Home Economics course. In this course, students were exposed to the same curriculum as the regular program with modifications in instructional strategies. When the student was ready, he/she moved from the Applied Home Economics sequence into Food Services, Child Care, Clothing Services, or Home Interior. Students learned realistic aspects of jobs available locally. Handicapped students progressed through the program with the help of a support team and were able to develop entry level skills for occupations in these areas.

IMPACT OF USE OF THESE FUNDS ON THE TARGET POPULATION:

This program has been successful in helping handicapped students develop marketable skills and secure permanent employment in the private competitive job market.

Carteret County - Estimated Expenditures (all fund sources) - $56,503

DESCRIPTION OF SERVICES:

Carteret County provided support services for special needs students enrolled in the Career Exploration Program by scheduling identified students with extremely low academic abilities into an additional period of Career Exploration. During this additional period, students were provided help on tasks which were covered during the regular class period, or given ad ditional time to complete exploratory activities. This concept allowed students to progress at the same rate as their peers in completing career exploration competencies.

IMPACT OF USE OF THESE FUNDS ON THE TARGET POPULATION:

By providing additional class time for exploratory activities students received counseling and career development that enabled them to make realistic career decisions. interpreters, and readers.

B. SECONDARY - Disadvantaged - (Excluding LEP)

1. Number of disadvantaged individuals receiving additional services in mainstream programs. (See Table 1)

2. Number of disadvantaged individuals served in separate programs. (See Table 1)

3. Description of additional or supplemental services provided to the disadvantaged.

The local Education Agencies continued their efforts to provide quality vocational training for disadvantaged students. The major emphasis was to ensure that all students were provided equal access to vocational programs and an equal opportunity to develop marketable skills. Local unit's service delivery included outreach activities, vocational assessment, supplemental services, career guidance and counseling, and job placement and follow-up. The following is a description of these activities:

a. Outreach

"At risk" students were identified at the seventh and eighth grade level. Individual and/or group counseling sessions were provided to inform students of vocational program offerings and the continuum of services available to them. During the spring of 1988, parents were informed of vocational options available to

students. A vocational support service coordinator worked to ensure that all students identified received career counseling designed to plan appropriate vocational placement.

b. Assessment

Students enrolled in vocational programs were given an assessment to determine their interests, abilities, and special needs. This assessment analyzed students' abilities and needs in relationship to available vocational training at the secondary level and the labor market demands of the community.

During FY89, LEAs emphasized assessment of students learning styles and training vocational teachers in techniques for teaching to individual learning styles.

Upon completion of the assessment process the vocational support coordinator and vocational teacher cooperatively develop a Career Development Plan for each student. This plan outlined the student's strengths and weaknesses, supplemental services needed, and method by which needed services would be provided.

c. Supplemental Services

Local educational agencies provided a broad range of supplemental services designed to help students achieve success in regular vocational programs. Support Service Centers in each LEA enhanced the quality of services provided in existing centers.

Students were referred to the SSC by the vocational teacher to receive one-on-one remedial or small group instruction as needed, counseling, or for additional time on vocational tasks. The Support Service Center served as a bank of instructional materials and supplemental strategies from which disadvantaged students and their vocational teachers could draw assistance for skill training.

Instruction provided through the Center varied according to student needs and learning styles. However, a major emphasis was placed on basic skills remediation, and counseling. The Center personnel also assisted in planning instruction, modifying curriculum, and made recommendations for facilities and equipment when appropriate.

4. Achievements in serving the disadvantaged students in terms of improved access and services provided that contribute to success in the program.

The State Plan for Vocational Education PY89 outlined five objectives for service delivery for disadvantaged

students. To accomplish these objectives, LEAs worked to enhance the support service efforts at each school. Special needs personnel identified and provided assessment to all eighth and ninth grade students, developed career plans and implemented supplemental services in accordance with the students' assessed needs. Motivating and helping students make realistic career goals were determined to be the greatest needs of the disadvantaged population. To meet these needs, LEAs provided experiences to broaden their horizons. Several school systems established projects with business and industry, the Association of Retired Citizens, and other civic organizations. These projects provided role models who were available to counsel students, serve as tutors, vocational assistant or provide other incentives designed to motivate students and help them understand the importance of developing vocational skills. Extra support in the form of intensive counseling was also provided.

Other accomplishments involved the provisions for additional instruction support. Disadvantaged students were provided basic skills remediation to enhance achievement of vocational skills. Regular vocational teachers integrated basic skills in the curriculum and students were given addition time in a support lab to master these skills. This resulted in improved correlation of basic and vocational instruction designed to prepare students for the job market.

Economically disadvantaged students were provided cooperative opportunities. Work-study was utilized, more than in prior years, in conjunction with cooperative vocational programs. For students in rural areas of North Carolina, transportation was a problem. Local units were encouraged to provide on-campus work-study options or provide transportation where needed. Approximately 1,860 disadvantaged students particpated in special co-op programs during the regular school year and 236 disadvantaged students were employed during the summer. These services provided economically disadvantaged students with financial assistance that helped them remain in school.

5. Exemplary programs developed.

a basic introduction to the auto industry, and general repair of basic machinery, (4) in the agriculture department they were taught wood identification, soil and land uses, (5) a counselor worked with them closely providing career and school counseling as well as help with survival skills needed.

IMPACT ON THE USE OF THESE FUNDS ON THE TARGET POPULATION:

Students individually respond to the services and programs provided in a lot of different ways. Self-worth and self-esteem are the major intangible evidence apparent among these students. Having had a successful experience in completing a class or simply a project in an individual class gives the student a feeling of accomplishment. These same benefits are seen in these students as a group.

They are more willing to put out the effort necessary to try in other classes after their success in their vocational class. In some cases some students have taken the success as an impetus to "take charge" of the direction of their lives and turn it around.

Some actually take the skill(s) they learn into the market place to make a living.

Other than the actual skills and new knowledge these students gain (the measurable), pride in themselves and pride in their work and finished product is the most important gain of all.

Recently, Washington City School was one of the top three (3) school systems recognized by the North Carolina State Board of Education for its low drop-out rate. There is clear evidence that the vocational disadvantaged programs played a major role in this success.

Washington City Schools - Estimated Expenditures (all funds sources) -

$110,554.52

DESCRIPTION OF SERVICES:

Washington City Schools assigned one person the responsibility of identifying, assessing and working with individual disadvantaged students at the junior and senior high school and the extended day school. One teacher aide is assigned to rotate among the junior high vocational classes

to help individual disadvantaged students throughout the regular school year. Some disadvantaged students are placed in work stations throughout the school system to train in their area of study. Students are assessed and assisted in selecting a program of study that relates to their interest and ability. Potential drop-outs are sought out and help for them is coordinated between the vocational programs, JTPA and the local business community. A vocationally certified counselor is employed 1/2 month to identify, coordinate, counsel, provide services, and schedule vocational disadvantaged students.

A professional support service person offers special assistance to the disadvantaged students through assessment which identifies occupational interest, teaches pre-employment skills, survival skills, and helps implement program modification. An aide assists in administering the assessment programs, collects data, assists the professional support personnel in providing students with information and keeps students records and progress reports up-dated and in appropriate order.

A professional support person is provided in auto mechanics and in carpentry. The carpentry person works within the regular carpentry class assisting the disadvantaged students with vocational carpentry skills. This program also sets-up and works with identified disadvantaged students in an identified vocational carpentry skills support lab. The auto mechanics professional support person works in the automotive class and automotive shop assisting the disadvantaged students with their automotive technology skills.

TYPES OF SERVICES PROVIDED:

a. IDENTIFICATION:

If a student is already not succeeding or has failed to succeed in a regular vocational program he is identified as a disadvantaged student. A wide variety of sources are tapped to identify students who potentially may not succeed in a regular vocational program. Vocational teachers are furnished this list so they can make any immediate program changes or give extra assistance to that particular student from the beginning to assure as much success from the onset as possible. A thorough identification assures a much smoother flow of services for these students.

b. ASSESSMENT:

A battery of several instruments is used to assess vocational interest, aptitude, and learning style. A multidisciplinary approach to not only assess where the student is now, but also to prognose progress and help the student make more realistic and acheivable goals for optimum transition from the school to work.

c. COUNSELING:

The assessment process serves as a tool to initiate vocational counseling for these students. As the assessment findings are shared with the students, career planning is initiated. This includes mapping out vocational courses the student should take to insure his success at attaining the new career goals. At this time the student is involved in making realistic vocational and career goals for himself. He is also involved as much as possible in actually helping plan any curriculum or program needs or modification. Counseling is an ongoing service.

d. PLANNING:

A career development plan is written out for those students needing support services. A specific strategy over a given time period is prescribed. Parents, other vocational teachers and personnel, administration and others are involved in making a specific plan for these students.

e. SUPPORT SERVICES:

Support services are provided for those students (those already identified) who need special help in a particular vocational area to succeed. These services may vary from tutorial help with medical terminology for Health Occupations to reading the texts and tests for the student or actually walking them through the systems of the auto or helping them complete a live project in carpentry. Support services also provide pre-employment skills training and counseling on a regular basis as these two elements are seen as an integral part of the needs demonstrated by the disadvantaged student.

f. SPECIAL SUMMER PROJECT:

A special summer project has been implemented which has provided a number of disadvantaged students the opportunity for a meaningful work experience. These students have had exposure to technology in various vocational areas. Part of the unique approach involved in this program was providing a positive work experience with the students actually making minimum wage earnings, and at the same time, giving them the added benefit of exposure to many of the vocational areas available to them. Some of the vocational areas in which they spent time were as follows: (1) the business department where they learned computer skills to fill out job applications, used software to do word processing and how to improve interviewing techniques, (2) the drafting teacher introduced them to a computer assisted drafting program and actually gave them hands-on experience designing bookshelves and cabinets similar to the ones they were making in shop, (3) automechanics and maintenance introduced them to mechanics and safety standards of machines and tools, as well as

I. B. SECONDARY - Limited English Proficiency (LEP) -

1. Number of LEP individuals receiving additional services in mainstream programs. (See Table 1)

2. Number of LEP individuals served in separate programs. (See Table 1)

3. Description of additional or supplemental services provided to the LEP.

Limited English-proficient students that needed assistance in vocational programs were identified. Support personnel (teachers or paraprofessionals) were employed as needed to provide assessment, counseling, and tutorial services in their native language. In addition, funds were used to purchase supplemental materials and supplies designed to help students achieve success in vocational programs.

4. Achievements in serving the LEP students in terms of improved access and services provided that contribute to success in the program.

   The emphasis on mainstreaming resulted in more students participating in vocational programs. The enrollment increased from 72,630 during 1986-87 to 83,930 during 1987-88. The number of professional and paraprofessional employed to provide additional services increased from 321 to 435.

   In an effort to provide a full range of services, local units worked cooperatively with JTPA programs and state funded dropout prevention programs to make available a broad range of services for disadvantaged students.

5. Exemplary programs developed (Estimated Expenditures - all fund sources) -

   Wake County School system employed an instructional aide to provide support services for LEP students who were enrolled in vocational programs and experienced difficulties understanding the English language. The aide assisted students in translation of vocational instruction, provided counseling activities and informed LEP students and their parents about vocational education offerings.

E. SECONDARY - Students in Non-Traditional Programs (Sex Equity) -

1. Number of students in non-traditional programs. (See Table 1)

2. Achievements and services provided to reduce sex bias and sex stereotyping in vocational programs.

   Local Educational Agencies were given an opportunity to apply for special grants to develop programs aimed at reducing sex bias, sex stereotyping, and increasing the enrollment of boys and girls in non-traditional vocational programs. Fifty-three (53) special equity projects were funded and implemented.

   The scope and design of each project varied according to each LSAU's needs in one or more of the following areas:

   1. Inservice activities
   2. Guidance materials
   3. Outreach materials
   4. Non-traditional Career Day
   5. Summer Technology Exploratory Program
   6. Model Teen Parent Programs

In addition to the special projects, the sex equity coordinator conducted a very successful workshop designed to increase the awareness level of vocational personnel of target equity issues and to assist LEAs in developing local equity programs to eliminate barriers to sex fair vocational education.

3. Cooperative efforts with private sector

Local Educational Agencies collaborated with businesses, industries, and local organizations to develop awareness/outreach workshops, nontraditional career day activities, non-traditional cooperative experiences, and a network of individuals working in non-traditional fields.

4. Exemplary programs developed

The most successful of the sex equity projects were the Summer Technology Exploratory programs. These programs were designed to introduce males and females to non-traditional careers emphasizing technology advances. Students were provided hands-on exploratory experiences in a variety of technical fields. The participants visited high tech industries to talk with non-traditional employees and observe different tasks they were required to perform. In addition, guest speakers employed in nontraditional occupations were invited to the classroom to talk with students about careers in the technology area. Each program included a strong counseling component which utilized sex fair guidance materials, equity resources, and research.

II. SECONDARY - Program Improvement Accomplishments

Results and Accomplishments of Expending
Title II - Part B Federal Funds
VOCATIONAL EDUCATION PROGRAM IMPROVEMENT,
INNOVATION, AND EXPANSION

The following information reflects the state's programs, services, and activities designed to provide participants education/training with federal funds under Title II, Part B and matching state/local funds where required or optionally provided.

A. New Courses (See Table 2)
B. Expanded Courses (See Table 2)
C. Programs Dropped (See Table 2)

Table 2 Courses By Category*

| Program Area | | 1** New Courses | + | 2** Expanded Courses | = | 3** Improved Courses | + | 4** Discontinued Courses | = | 5** Total |
|---|---|---|---|---|---|---|---|---|---|---|
| AGRIC. | | 31 (2%) | | 61 (3%) | | 92 (2%) | | 105 (3%) | | 197 (3%) |
| B.O.E. | | 65 (3%) | | 486 (24%) | | 551 (14%) | | 357 (12%) | | 908 (13%) |
| H.O. | | 0 (0%) | | 10 (0%) | | 10 (0%) | | 14 (0%) | | 24 (0%) |
| H. EC. | cons | 2 (0%) | | 703 (34%) | | 705 (18%) | | 304 (9%) | | 1009 (14%) |
| | occ | 25 (1%) | | 28 (1%) | | 53 (1%) | | 166 (5%) | | 219 (3%) |
| I. A. | | 210 (11%) | | 235 (12%) | | 445 (12%) | | 586 (18%) | | 1031 (14%) |
| M. E. | | 14 (1%) | | 96 (5%) | | 110 (3%) | | 48 (1%) | | 158 (2%) |
| P. T. | | 92 (5%) | | -0- (0%) | | 92 (2%) | | -0- (0%) | | 92 (1%) |
| T & I | | 24 (1%) | | 420 (21%) | | 444 (11%) | | 378 (11%) | | 822 (11%) |
| PRE-VOC | | 1512 (76%) | | 0 (0%) | | 1512 (39%) | | 1385 (41%) | | 2897 (39%) |
| TOTAL | | 1975 (27%) | | 2039 (28%) | | 4014 (55%) | | 3343 (45%) | | 7357 (100%) |

*This information is taken from the North Carolina Public School Statistical Profile: Comparison of 1987-88 with 1988-89.

**Columns 1 and 2 were added to get column 3. Columns 3 and 4 were added to get column 5.

NEW-means new to the LEA or a school within an LEA
EXPANDED-means added a level in a sequence or added a cooperative education component.

A. SECONDARY - New Courses - (see Table 2)

The new courses identified in Table 3 are new to the local education agency (LEA) or a school within an LEA. This numerical data is indicative of trends in vocational education germane to business and industrial economica and labor force requirements.

SECONDARY - Expanded Courses - (see Table 2)

1. Program Improvement Reflected in Part II, Local Plans and Program Area Data

   Local school systems developed a two-year Part II, FY 1988-90, in the local plan which was consistent with the timing as specified in the Carl D. Perkins Vocational Education Act of 1984. For FY 1988, the local school systems submitted a program report on Part II of the local plan and updated FY 1989 Part II, Improvement Plans where necessary.

   The local school systems for FY 1989 were not required to re-submit Part II of the local plan unless there were substantial changes in the Program Improvement Plan. For the 20% of the school systems in the 1988-89 Program and Administrative Review Process, the comprehensive report became the Revised Part II of the local plan.

   Revisions and updates of Part II of the local plan indicated that improvements were made in the following areas: additional equipment/materials/supplies; increased personnel development activities; updating curriculum; redirecting of programs to areas with labor market growth; and making progress toward all programs being responsive to technological advances, changing characteristics of the work force, and the academic, technical, and attitudinal development of students.

2. Vocational Education Standards and Their Relationship to Improving Programs

The 1985 General Assembly of North Carolina recognized the importance of quality vocational programs in the state by enacting six standards for the approval of vocational education programs as reflected in annual applications for state/federal aid beginning with plans and applications for the 1986-87 school year. These standards are beginning to impact all courses, services, activities meeting the legislated purposes of secondary vocational education; courses meeting identified minimum/maximum enrollments, the need for job skills programs being documented as needed based upon labor market data/follow-up data; equipment and facilities meeting minimum identified standards; all instructional and support personnel meeting minimum certification requirements; and, students involved in the cooperative method of instruction receiving their on-the-job training in jobs directly related to the content being taught in the classroom.

C. SECONDARY - Number of Programs Dropped - (see Table 2)

D. SECONDARY - Personnel Development -

A scholarship program for individuals desiring degree certification in vocational education is continuing. Information on the Vocational Education Prospective Teacher Scholarship was mailed to over 200 different organizations including local school systems, postsecondary institutions, and institutions of higher education. One hundred and two (102) applications were received and a review team made scholarship recipient recommendations. The Division of Vocational Education made the selection of 20 recipients. There are 18 recipients from the previous years' scholarships continuing their vocational teacher preparation. Currently, there are 14 past scholarship recipients teaching vocational education.

The Division of Vocational Education Management Plan included specific goals and objectives for the training of employed vocational personnel including teachers, counselors, teacher educators, and state and local administrators. The plan emphasized personnel development activities. There were 67 training activities which involved 6,325 vocational education participants as a result of the plan. Priority was given to new and related fields, equity, and special populations. The 6,325 participants included local vocational instructional and support personnel,

vocational teacher educators, and vocational administrators at the local and state level. The training activities offered were based on a needs assessment which included prior training activities, vocational leadership advice, participant identified needs, and the Vocational Education Program Review and Improvement Process. The major thrust of training was technical update.

The Division of Vocational Education in concert with other Department of Public Instruction staff gathered data on the supply and demand of vocational education personnel. This data was shared with selected individuals and organizations for use in planning for vocational teacher education preparation.

Efforts were made to explore different options for the delivery of vocational education personnel development training. The options included "train the trainer," drive-in workshops, video conferencing, and teleconferencing.

E. SECONDARY - Curriculum Development -

The following curriculum thrusts were conducted to help local programs improve their offerings.

Agriculture: Revised State FFA Guide. Developed competency list and content outline for Agriculture in Our Lives. Developed competencies for Horticulture through DACUM process. Reprinted curriculum guides and ag ed curriculum resources.

Business and Office: Prepared Education for Business Guide. Updated BOE contents of the Teacher Handbook. Revised "teacher made" simulations. Revised Computer Applications I and II course guide. Coordinated with Reasearch Development Unit the development of test items for Advanced Typewriting/ Word Processing and Introduction to Computers. Prepared test-item banks for Business Math and Administrative Support Occupations. Revised FBLA tests for Accounting I and Computer Applications. Revised FBLA District Handbook.

Health Occupations: Organized curriculum team to review competencies and curriculum guide for HOE I and II.

Home Economics: Prepared Independent Living Supplements. Developed competencies for Custom Fashions through DACUM process. Coordinated with Research Development Unit the development of test items for Exploring Home Economics, Parenting & Child Development, Teen Living, and Clothing/ Textiles.

Technology Education: Developed second year curriculum guide for Introduction to Engineering pilot. Prepared contract for developing Human and Product Transportation System. Coordinated with Research Development Unit the development of test items for courses in these clusters: Manufacturing, Communications, Construction, Transportation.

Marketing Education: Prepared competencies, outline, course guide and test items for: Advertising and Sales Promotion, Tourism, Hotel and Motel Management, and Sales Fundamentals. Revised DECA competency based competitive events.

Trade & Industrial Education: Developed and distributed test items for Automotive Service Technology. Prepared test items for Drafting. Developed Computer Program Data Disk for ICT training plans. Validated competencies and developed curriculum reference guides for: Metals Manufacturing Technology, Mechanical Systems Technology, Masonry, and Carpentry.

Vocational Development: Revised CECNC Manual. Prepared rough draft of Services Lab II. Prepared and distributed Shadowing Manual. Prepared NC Vocational Honor Society Manual. Prepared and distributed 6th grade career exploration curriculum guide.

F. SECONDARY - Improved Career Guidance/Industry-Education Coordination -

1. Accomplishments this year in the State's priorities (indicated in the State Plan) for program improvement, innovation, and expansions:

A statewide system of business-industry coordination and placement services was expanded in the areas of planning, implementation, and evaluation of the program. Approximately 95% of the coordinators developed functional yearly programs of work that were submitted to appropriate local school administrative unit personnel.

The membership of the state Advisory Committee for Vocational Development was updated. This committee consists of representatives from business, industry, labor, higher education, administration, and constituent groups. It functions to provide input from the community, strengthen linkages with secondary vocational programs, and make recommendations for evaluating and updating the career guidance/industry-education coordination programs.

On-site program reviews for 20% of the local school administrative units in the state were conducted. This process serves as one determinant of needed implementation strategies for program improvement.

A coordinated effort with the Vocational Honor Society was conducted. This program serves as an incentive to promote scholarship, citizenship, pride, and enthusiasm in students enrolled in vocational education programs.

2. Methods and procedures used to implement program improvement activities according to the identified priorities:

A four-day vocational development section at the Annual Vocational Education Summer Workshop was provided. Counselors, industry-education coordinators, and job placement coordinators were invited. Participants updated their program components, e.g. using occupational data and information, developing personalized education plans, analyzing job trends relative to career planning, and appraisal of "the state-of-the-art" as an instructional tool.

Three staff development activities were sponsored in each of the eight regions through the statewide networking Regional Leadership Council system. The workshops involved 650 industry/education coordinators and were a concentrated effort to improve program effectiveness, particularly in the areas of job training and permanent employment.

Official guidelines for certifying persons who deliver vocational development services to students enrolled in North Carolina's vocational education programs were approved by the State Board of Education.

3. Descriptions of programs/services which are an example of the impact of vocational education funds on youth are as follows:

The four-year personalized education plan is a cooperative, tentative, charting process; after an assessment of individual interest, achievement, and/or aptitude has been made of needed courses in order to accomplish the current career goal objective. Each student enrolled in vocational education must have a four-year personalized education plan.

This plan lists by grade the courses (and sometimes the activities) the student will need through the completion of high school in order to complete his/her career goal. It also lists career options after high school. The plan is made after an assessment of each student's interest, achievement, and aptitude levels have been determined. The listing of courses is made in pencil, so that course changes can be made as the student's interests and needs change. These plans are closely monitored to keep them updated. The advantage of this process is that students proceed through school with definitive career goals and exit from the school on a career course to enter the labor market with marketable skills or to advance their education in an appropriate post-secondary institution.

The internship/shadowing program is one that is increasing in participation. The program enables students to work and/or observe, over a given period of time, their high-interest occupation. The student is able to ascertain if the duties expected are those desired and the environment is conducive to and compatible with their expectations. If not, the student is able to explore other occupations in which he/she finds satisfaction. The program provides students an on-site observation of the world of work in a high-interest occupation in which these students can make valid decisions pertaining to their futures.

G. SECONDARY - Equipment

The Equipment Standards, prepared for each vocational course, was reviewed by teachers, business/industry, and local administrators during 1987-88. Based upon their input, the Equipment Standards guidebook was distributed to principals during the winter, 1989. These standards are to help local school systems identify their deficiencies and determine resources required to have up-to-date equipment.

H. SECONDARY - Research

1. Research, development, and exemplary activities funded through the Carl D. Perkins Act by the Division of Vocational Education, North Carolina Department of Public Instruction, during Program Year 1988 operationalized the Carl Perkins Act through projects focused on program innovations, use of technology, and assessment/documentation of student achievement and/or demonstration of new methods for delivering programs, training, and technical services. Continuing changes in technologies and work environments are creating obsolescence in curriculum content and instructional methodologies, teacher preparation and training, delivery of services, and access to the latest state-of-the-art materials, software, and hardware by local school systems, especially in sparsely populated areas for students from both regular and special needs populations. A changing emphasis from the lay and legislative communities

has increased the need for valid documentation of student achievement in vocational educationand the need to focus student instruction on the development of higher order thinking skills for tomorrow's work world. Multiple projects (described below) were designed and initiated or continued in an attempt to provide strategies for coping with each of these factors. In addition, two efforts initiated in FY87 were continued to improve and promote the research and development process.

.Following the release of the Request for Proposals (RFPs), a two-day PROPOSAL WRITING/PROJECT MANAGEMENT WORKSHOP was conducted for 40 participants in an effort to improve the quality and increase the quantity of proposals received. Participants represented local vocational administrators, teacher educators, community college personnel, teachers, equity coordinators, and some public/private community groups. The workshop was held in Raleigh, N.C., December 7-8, 1988. A significant number of participants subsequently submitted proposals.

.In order to more effectively diffuse research and development results, a PROGRAM IMPROVEMENT CAROUSEL was added to the Annual Vocational Education Summer Workshop. The 1988 carousel featured 25 "New Ideas and Promising Practices" in a round robin set of four 30-minute presentations. Also featured were displays of state developed/adopted curriculum materials for each of the eight vocational program areas. Approximately 1200 of the workshop participants attended the carousel; requests for additional information were received and handled throughout program year 1988.

Specific research and development projects initiated and/or continuing in program year 1988 were:

a. Field Test of a Computerized Model for Assessing and Documenting Student Competency Achievement Phase II - Richmond County Schools.
b. Computerized Correlation of Communications Skills/Competencies Taught in Vocational Education Programs - North Carolina State University.
c. Developing Pre/Post Test-Item Banks for Selected Vocational Programs - Kings Mountain City Schools, Lenoir County Schools, Guilford County Schools, N. C. State University, and Elizabeth City State University.

d. Applying the Teacher Effectiveness Model to Competency-Based, Individualized Instruction in Vocational Laboratory/Shop Programs and Courses - Wake County Schools.
e. Validation Pilots for Vocational Competency Achievement Tracking System (VoCATs) - Moore, Craven, Vance, Durham City, Richmond, Davidson County Schools, Goldsboro City, Burlington City, Stanley County Schools.
f. Demonstration Model for Developing Student Entrepreneurial competence through school-operated corporations - Haywood County Schools.
g. Improving instructional technology and management in local vocational programs (Uses of PALS to improve reading skills of at-risk vocational students) - Forsyth County Schools.
h. Improving instructional technology and management in vocational teacher pre-service programs - University of North Carolina at Greensboro.
i. Updating of vocational teachers for the delivery of higher order thinking skills (HOTS) - Appalachian State University.

2. Methods and procedures used to implement the new and continuing projects program improvement according to the identified priorities are specified in each of the following project descriptions:

a. Field Test of a Computerized Model for Assessing and Documenting Student Competency Achievement, Phase II - Richmond County Schools.

The second phase of a demonstration model for "Obtaining Competency-Based Achievement Data on Students Enrolled in High School Vocational Programs" was developed and piloted under the direction of the vocational director of Richmond County Schools. As part of the project activities, all competencies/objectives and a series of test items per competency/objective for each vocational offering were entered into computer files using the DATABANK software.

Project procedures involved the computer generation course blue prints and pre and post-tests for each of the vocational programs offered at Richmond County Senior High School. Pre and post-tests (which include both written and performance test items) were administered to students in the respective courses. Student performance on the tests was analyzed per class section, per program, per school, per teacher, and per level for use in creating a sound base for curriculum content decisions. Computerized management of the assessment activity was made possible via the features of a software package - DATABANK. During program year 88, the project was extended to nine additional school systems as pilot sites for the process. See description for e below.

A highlight of the project is that, for the first time, achievement results reflecting vocational student performance is available for local level decision making. It should be noted that Richmond County Schools has been implementing competency-based achievement assessment for the past five years using teacher-developed tests and manual analysis procedures. Use of a computerized management system is making it possible to expedite the availability of data on individualized student performance prior to and following instruction and ease the teacher paperwork load.

Use of an electronic process for managing the measurement and documentation of student achievement of competencies makes it possible for (1) customized access to a computerized system for generating valid criterion-referenced tests from banks of test items (with each bank to include measures of both cognitive and performance proficiency) which are keyed to course competencies, (2) student responses and teacher ratings of student performance recorded on machine-readable (scanner) forms, (3) computerized scoring of tests, development of personalized learning prescriptions, and preparation preparation of grades for report cards, and preparation of itemized competency reports for each student using customized software at the local level, and (4) aggregation of student achievement performance data-especially gain scores-by course/program and competency for use in marketing program success stories and for use in analyzing curricula for revisions or teacher staff development needs.

Gain scores (post-test minus pre-test) can be computed per student, per competency, per class section, per course, per program, per level in sequence, per teacher. Data summaries can be prepared and used locally at the system level to prepare reports on student achievement (Comprehensive Planning Process/State Accreditation - local newspapers) and for curriculum and instructional analyses for the following year. Item analyses can be used for revision of the test-items in each of the banks.

During program year 1988, the Richmond County site also generated to fit "composite course blue prints" and end-of-course tests which were administered to Vocational students in four pilot validation sites. Evaluation of the process is continuing.

b. Computerized Correlation of Communications Skills/Competencies Taught in Selected Vocational Education Programs, North Carolina State University, Raleigh, North Carolina.

In a continuing series of projects designed to provide for the identification of competencies between basic and vocational education programs, the Department of Occupational Education at North Carolina State University in Raleigh began work on the correlation of communication skills in all vocational programs/courses. The intent of the project was first to identify basic communications skills and then to designate those vocational program competencies which depended on, were associated with, or enhance student development of the communications skills. Project procedures involved the electronic downloading of all vocational and non-vocational competencies from the SDPI IBM files for the North Carolina Competency-Based Curriculum Teacher Handbook, the selection of computer database management software, the establishment of key words to represent curriculum skills, and programming modifications to allow computerized curriculum building, electronic updating of curricula, and on-line linkage with V-TECS and MODAS efforts. An advisory committee for the project (consisting of state and local personnel and selected vocational teachers and non-vocational teachers) was used in the project to verify competency correlation and identify the key words used in the data-based management program. As the project continues, training workshops will be conducted with members of curriculum teams, state staff, and selected local personnel to enable effective use of the curriculum files for statewide vocational program updating and locally-customized curricula.

Completion of the project in Program Year 1988 was accomplished through the use of the Double Helix software and a Macintosh SE computer configuration. Effectiveness of the project was demonstrated through the filling of requests from other institutions/agencies. For example, the system was used to generate a listing of the "Entrepreneurial Competencies" embedded in the vocational course competency listings.

c. Updating Competencies and Developing Pre/Post Test-Item Banks for Selected Vocational Programs - Kings Mountain Schools, Lenoir County, Guilford County, N. C. State University, and Elizabeth City State University.

In a continuing effort to provide local vocational teachers and administrators with an easily accessible and valid system for measuring and documenting student competency achievement, the Division of Vocational Education initiated the support of projects (with limited funding) in which vocational personnel work to expand and validate competency/test-item banks for vocational programs they are currently teaching. Five such efforts underway during program year 1988 were in the area of Home Economics Education, Industrial Arts/Technology Education, and Health Occupations Educations, Business and Office Education, and Agricultural Education.

Project procedures involved the teacher/developer in working with state staff and representative members of curriculum teams to update the outcome competency listings for the programs, attending a workshop on constructing/editing criterion-referenced test items for each competency, constructing and editing a minimum of six test items for three courses and the field administration of these items to students currently or previously enrolled in the programs. Subsequent use of the test-item banks which result from these efforts will be their entry into the statewide computerized competency/test-item banks being created for each vocational program/course. Eventually, statewide end-of-course tests and/or locally customized tests can be randomly generated for measuring and documenting student achievement in vocational programs. Program year 1988 projects results in drafts of the computerized test-item banks for program areas as follows: Lenoir County Schools - One Ag C/TIB, Guilford County Schools - Three BOE C/TIBs, Kings Mountain Schools - SIx HEc C/TIBs, N. C. State University - Three IA/TE C/TIBs, and Elizabeth City State University - Three IA/TE C/TIBs.

d. Applying the Teacher Effectiveness Model to Competency-Based, Individualized Instruction in Vocational Laboratory/Shop Programs and Courses - Wake County Schools, Raleigh, North Carolina.

During the past three years years, the North Carolina Department of Public Instruction researched the Effective Teacher Training (ETT) model, created a thirty-hour training program for educators, and began delivering the training to local personnel (including vocational education teachers) in sites across the state. During the same period, pilot testing was initiated for a new Teacher Performance Appraisal (TPA) system focusing on thirty-eight practices and personalized Professional Development Plans (PDPs).

Principals of local schools have primary responsibility for the latter two activities. Concepts and practices within the ETT model and the 30-hours training modules are considered applicable to teachers in regular classrooms in all instructional disciplines. The training program has been well received and, from all indications, effective in providing for improvement of classroom techniques.

However, the current ETT model and training package include few examples which vocational education teachers may use for direct application in hands-on or off-site teaching-learning situations (e.g., In addition to the teaching techniques and student learning experiences used in the regular classroom, the learning environment within vocational education classes may include hands-on laboratory and/or shop experiences, supervised on-the-job training, live projects or other production work activities, and an individualized approach to instruction). During program year 1988, the second year of a three-year project funded by the Division of Vocational Education and being conducted by Wake County Schools. The ultimate outcome is to assure that vocational teachers have access to vocational education companion training modules based on the ETT model in the conduct of their specialized teaching responsibilities.

Project procedures included:

.Development of an annotated resource list of existing training materials and strategies proved successful in enabling teachers to become proficient with the 38 practices identified in the TPA.

.Establishing a procedure to determine the major instructional improvement areas (from the TPA practices) needed by vocational education personnel as identified in their Professional Development Plans. (The procedure will result in a computerized regional summary of personnel development needs for vocational personnel.)

.Determining if existing training materials and strategies will meet training needs of vocational personnel.

.Conducting and evaluating these practices as staff development activities.

.The Performance Appraisal of all vocational teachers in education region 3 by their administrators and a comparison with their self-appraisals.

.Coding of all available instructional resources for teachers and administrator use by the 38 practices.

.Delivery of training sessions to vocational and non-vocational administrators in North Carolina Region 3.

e. Validation Pilots for Vocational Competency Achievement Tracking System (VoCATS) - Moore, Craven, Vance, Richmond, Stanly, and Davidson counties and Goldsboro, Burlington, and Durham City Schools.

During program year 1988, vocational personnel in nine local education agencies served as initial pilot sites for the VoCATS process. Personnel participated in a training workshop, received camera-ready copies of 100-item competency tests for some 40 courses, edited items in existing competency/test-item banks (C/TIBs), administered tests to some 20,000 students, and critiqued the VoCATS delivery strategy for utility and effectiveness. Teacher participants also developed course blueprints for each of the courses being tested. Modifications continue to be made in the process based on these recommendations. Additional pilot and validation sites are projected for the next three years.

I. SECONDARY - Exemplary programs developed.

Exemplary funds were allotted to local school systems for the following innovative projects:

Reinforcing Basic Skills (4 LEAs) - a project designed to raise achievement levels in math, science, and communication of vocational education students.

Electronic Mail Network (2 LEAs) - designed to determine the effectiveness of using an electronic network system for communicating curriculum changes, instructional strategies, and correspondence.

Innovative Technology Education Certified Program -- Contemporary Technology (2 LEAs) - designed to pilot new curriculum for contemporary technology.

Tourism Marketing Curriculum (1 LEA) - designed to review tourism instructional materials and develop curriculum to prepare graduates for sales and service jobs impacted by tourism.

Laser Technology in Electronics (3 LEAs) - designed to test the use of laser technology instructional materials and equipment in the electronics curriculum.

Strengthening Basic Skills Through an Integrated Middle Grades Curriculum (1 LEA) - designed to develop and implement a model by which teachers of vocational education and of general education jointly plan and teach selected components of an integrated middle grades curriculum.

Integrative Approach to Assessment and Support Services (1 LEA) - designed to develop an integrated assessment/support services delivery system for disadvantaged and handicapped students that involve all support areas within the school and community service agencies.

J. SECONDARY - Other

1. How FY 1988-89 fiscal allotments to LEAs contributed to improving programs.

ALLOTMENT DATA
FISCAL YEAR 1988/89
FOR VOCATIONAL EDUCATION-PROGRAM IMPROVEMENT
CATEGORY 54 TO 64
REPORT DATE 06/01/89

| LEA NUM | LEA NAME | CURRENT AMOUNT |
|---|---|---|
| 010 | ALAMANCE COUNTY | 35,219.00 |
| 011 | BURLINGTON CITY | 31,472.00 |
| 020 | ALEXANDER COUNTY | 23,229.00 |
| 030 | ALLEGHANY COUNTY | 39,715.00 |
| 040 | ANSON COUNTY | 50,205.00 |
| 050 | ASHE COUNTY | 49,456.00 |
| 060 | AVERY COUNTY | 41,213.00 |
| 070 | BEAUFORT COUNTY | 50,955.00 |
| 071 | WASHINGTON CITY | 47,208.00 |
| 080 | BERTIE COUNTY | 57,699.00 |
| 090 | BLADEN COUNTY | 59,197.00 |
| 100 | BRUNSWICK COUNTY | 62,195.00 |
| 110 | BUNCOMBE COUNTY | 53,952.00 |
| 111 | ASHEVILLE CITY | 38,965.00 |
| 120 | BURKE COUNTY | 35,219.00 |
| 130 | CABARRUS COUNTY | 35,219.00 |
| 132 | KANNAPOLIS CITY | 23,979.00 |
| 140 | CALDWELL COUNTY | 39,715.00 |
| 150 | CAMDEN COUNTY | 35,219.00 |
| 160 | CARTERET COUNTY | 52,453.00 |
| 170 | CASWELL COUNTY | 47,208.00 |
| 180 | CATAWBA COUNTY | 30,723.00 |
| 181 | HICKORY CITY | 19,483.00 |
| 182 | NEWTON CITY | 15,736.00 |
| 190 | CHATHAM COUNTY | 23,229.00 |
| 200 | CHEROKEE COUNTY | 53,203.00 |
| 210 | CHOWAN COUNTY | 46,896.00 |
| 220 | CLAY COUNTY | 41,963.00 |
| 230 | CLEVELAND COUNTY | 46,459.00 |
| 231 | KINGS MOUNTAIN CITY | 38,965.00 |
| 232 | SHELBY CITY | 35,219.00 |
| 240 | COLUMBUS COUNTY | 62,945.00 |
| 241 | WHITEVILLE CITY | 47,957.00 |
| 250 | CRAVEN COUNTY | 59,948.00 |
| 260 | CUMBERLAND COUNTY | 63,695.00 |
| 270 | CURRITUCK COUNTY | 41,213.00 |
| 280 | DARE COUNTY | 20,981.00 |
| 290 | DAVIDSON COUNTY | 43,461.00 |
| 291 | LEXINGTON CITY | 24,728.00 |
| 292 | THOMASVILLE CITY | 20,981.00 |
| 300 | DAVIE COUNTY | 36,717.00 |
| 310 | DUPLIN COUNTY | 62,945.00 |
| 320 | DURHAM COUNTY | 47,957.00 |
| 321 | DURHAM CITY | 40,464.00 |
| 330 | EDGECOMBE COUNTY | 52,453.00 |
| 331 | TARBORO CITY | 44,960.00 |
| 340 | FORSYTH COUNTY | 43,461.00 |
| 350 | FRANKLIN COUNTY | 50,955.00 |
| 351 | FRANKLINTON | 39,715.00 |
| 360 | GASTON COUNTY | 43,461.00 |
| 370 | GATES COUNTY | 39,715.00 |
| 380 | GRAHAM COUNTY | 39,715.00 |
| 390 | GRANVILLE COUNTY | 53,952.00 |
| 400 | GREENE COUNTY | 49,456.00 |
| 410 | GUILFORD COUNTY | 43,461.00 |
| 411 | GREENSBORO CITY | 43,461.00 |
| 412 | HIGH POINT CITY | 35,968.00 |
| 420 | HALIFAX COUNTY | 63,695.00 |
| 421 | ROANOKE RAPIDS CITY | 52,453.00 |
| 422 | WELDON CITY | 48,707.00 |
| 430 | HARNETT COUNTY | 59,947.00 |
| 440 | HAYWOOD COUNTY | 53,952.00 |
| 450 | HENDERSON COUNTY | 40,464.00 |
| 451 | HENDERSONVILLE CITY | 21,731.00 |
| 460 | HERTFORD COUNTY | 53,203.00 |
| 470 | HOKE COUNTY | 56,949.00 |
| 480 | HYDE COUNTY | 48,707.00 |
| 490 | IREDELL COUNTY | 39,715.00 |
| 491 | MOORESVILLE CITY | 20,981.00 |
| 492 | STATESVILLE CITY | 24,728.00 |
| 500 | JACKSON COUNTY | 48,707.00 |
| 510 | JOHNSTON COUNTY | 63,695.00 |
| 520 | JONES COUNTY | 39,715.00 |
| 530 | LEE COUNTY | 46,459.00 |
| 540 | LENOIR COUNTY | 52,453.00 |
| 541 | KINSTON CITY | 48,707.00 |
| 550 | LINCOLN COUNTY | 35,219.00 |
| 560 | MACON COUNTY | 44,960.00 |
| 570 | MADISON COUNTY | 50,205.00 |
| 580 | MARTIN COUNTY | 56,949.00 |
| 590 | MCDOWELL COUNTY | 40,464.00 |
| 600 | MECKLENBURG COUNTY | 43,461.00 |
| 610 | MITCHELL COUNTY | 41,213.00 |
| 620 | MONTGOMERY COUNTY | 44,960.00 |
| 630 | MOORE COUNTY | 50,205.00 |
| 640 | NASH COUNTY | 59,948.00 |
| 641 | ROCKY MOUNT CITY | 52,453.00 |
| 650 | NEW HANOVER COUNTY | 61,446.00 |
| 660 | NORTHAMPTON COUNTY | 57,699.00 |
| 670 | ONSLOW COUNTY | 63,695.00 |
| 680 | ORANGE COUNTY | 32,221.00 |
| 681 | CHAPEL HILL CITY | 32,221.00 |
| 690 | PAMLICO COUNTY | 43,461.00 |
| 700 | PASQUOTANK COUNTY | 52,453.00 |
| 710 | PENDER COUNTY | 54,701.00 |
| 720 | PERQUIMANS COUNTY | 47,957.00 |
| 730 | PERSON COUNTY | 50,205.00 |
| 740 | PITT COUNTY | 65,943.00 |
| 750 | POLK COUNTY | 27,725.00 |
| 751 | TRYON CITY | 27,725.00 |
| 760 | RANDOLPH COUNTY | 30,723.00 |
| 761 | ASHEBORO CITY | 15,736.00 |
| 770 | RICHMOND COUNTY | 53,952.00 |
| 780 | ROBESON COUNTY | 70,439.00 |
| 781 | FAIRMONT CITY | 47,957.00 |
| 782 | LUMBERTON CITY | 55,451.00 |
| 784 | RED SPRINGS CITY | 47,957.00 |
| 785 | ST. PAULS CITY | 44,211.00 |
| 790 | ROCKINGHAM COUNTY | 35,219.00 |
| 791 | EDEN CITY | 38,965.00 |
| 792 | WESTERN ROCKINGHAM CITY | 35,219.00 |
| 793 | REIDSVILLE CITY | 35,219.00 |
| 800 | ROWAN COUNTY | 38,965.00 |
| 801 | SALISBURY CITY | 16,485.00 |
| 810 | RUTHERFORD COUNTY | 50,205.00 |
| 820 | SAMPSON COUNTY | 54,701.00 |
| 821 | CLINTON CITY | 43,461.00 |
| 830 | SCOTLAND COUNTY | 56,200.00 |
| 840 | STANLY COUNTY | 35,968.00 |
| 841 | ALBEMARLE CITY | 20,981.00 |
| 850 | STOKES COUNTY | 46,459.00 |
| 860 | SURRY COUNTY | 52,453.00 |
| 861 | ELKIN CITY | 33,720.00 |
| 862 | MOUNT AIRY CITY | 37,467.00 |
| 870 | SWAIN COUNTY | 46,459.00 |
| 880 | TRANSYLVANIA COUNTY | 32,971.00 |
| 890 | TYRRELL COUNTY | 44,211.00 |
| 900 | UNION COUNTY | 39,715.00 |
| 901 | MONROE CITY | 24,728.00 |
| 910 | VANCE COUNTY | 58,448.00 |
| 920 | WAKE COUNTY | 38,965.00 |
| 930 | WARREN COUNTY | 56,200.00 |
| 940 | WASHINGTON COUNTY | 49,456.00 |
| 950 | WATAUGA COUNTY | 48,707.00 |
| 960 | WAYNE COUNTY | 59,948.00 |
| 962 | GOLDSBORO CITY | 48,707.00 |
| 970 | WILKES COUNTY | 56,200.00 |
| 980 | WILSON COUNTY | 59,948.00 |
| 990 | YADKIN COUNTY | 50,205.00 |
| 995 | YANCEY COUNTY | 49,456.00 |

TOTAL 6,201,187.00

2. How New Formula Allotments Contributed to Improving Programs

Program improvement funds are allotted to each local education agency based on a weighed formula which includes the following factors: 1) concentration of low income families and 2) average daily membership in grades 6-12. The weighed formula ensures that more funds are allotted to local school administrative units located in economically depressed areas, than are allotted to those not located in economically depressed areas. The implementation of this formula has provided those local school administrative units with the greatest needs to make substantial improvements in vocational education programs through the purchase of additional equipment to increase participation in staff development activities to expand programs to meet the particular needs of individuals located in the economically depressed areas of the state, and to provide additional support services and activities to at-risk students enrolled in vocational education programs.

3. How Principles of Technology Contributed to Improving Programs

Principles of Technology is contributing to the improvement of programs by attracting more students into vocational education and providing the students with instruction in applied science. The course is designed as a foundation for future technicians in a wide range of technologies. It enables students to study the physical principles underlying modern technology. It is taught in 39 high schools to students in grades 10, 11 and 12. The students perform lab experiments on up-to-date equipment and apparatus used by lab technicians as they are related to mechanical, electricity, fluid and thermal systems.

4. How Military/Education Activities Contributed to Improving Programs

Vocational Education programs have been improved because of military involvement in the following ways.

A. Staff has participated in the National Teltrain conferences focusing on uniqueness of technology.

B. Electronic teachers have continued the updating and upgrading through workshops at Ft. Gordon.

C. Selected students have gained advanced opportunities through workshops at Ft. Gordon.

D. The job skill programs have been provided to selected school systems to review and include more instructional programs.

E. Military personnel have continued sessions for teachers at our summer workshops.

F. Additional materials have been obtained from the military to

assist in updating their curriculum.

G. The Army Recruiting services have provided assistance to local school personnel in better understanding Army career opportunities.

5. How Follow-Up Report on Vocational Education Students Contributed to Improving Programs

Surveys of nearly 40,000 students who completed vocational programs in 1987-88 have been used by local and state personnel to evaluate the effectiveness of programs and to highlight those areas of specific programs where improvement is needed. Responses to questions dealing with the education and work status of these students in the year following completion of the program show the percentage of unemployment among this group and the percentage continuing their formal education beyond high school.

Approval of local programs is dependent upon state plan data indicating sufficient job openings for program completers or follow-up data showing an unemployment rate for completers lower than the rate for youths age 16-19 in the local unit. In those schools and local units where the unemployment rate of completers exceeds the county unemployment rate for all youths aged 16-19, that program is analyzed to determine the cause; improvement strategies are included in the local plan for vocational education.

Students rate their vocational program on usefulness in preparation for work and further education. The curriculum in vocational courses is examined to determine the relationship of survey responses to the course objectives and outcomes as established by the instructor.

Students indicate in the survey those knowledges and skills they wish they had learned more about. Local unit personnel use this as a guide for revising course content in the program areas to meet student needs.

The statewide summary data for each of the skills program areas has been used by state staff to highlight those local programs where technical assistance is needed and to indicate possible curriculum revisions at the state level.

The student follow-up data has been used in approximately 30 local units in 1988-89 to assess program strengths and weaknesses during the program review process. Strategies for overcoming the weaknesses are then included in the basic improvement plan. This plan must be reviewed annually by local personnel to determine their progress in achieving improvements that have been identified. See Table 3 for a sample of the statewide summary student follow-up data.

6. How Dissemination of Data Contributed to Improving Programs

Data used for program planning, improvement, and evaluation is collected through the local administrative units and processed by the Vocational Education Information System Unit of the Division of Vocational Education Services. Reports of student enrollment, completer follow-up surveys, and employer surveys are disseminated to state staff, regional administration, and local administration to improve vocational programs.

Data collected in September of each year reveals numbers of students enrolled in Grades 6-12 by state course number in the eight program areas. This is also shown by race, sex, and handicapping condition. This data is made available to local directors of vocational education, regional coordinators, and state level consultants. See Tables 4 and 5 for statewide enrollment totals for Grades 6-8 and for Grades 9-12.

This enrollment data is used in program planning, program review, counseling of students, and evaluation at the local level and in planning at the state level.

Responses to a survey of completers of vocational programs are collected in the spring of each year. Data collected in the survey reveals the work and education status of completers, the degree to which the vocational program prepared the student for work or further education, and who influenced most the student's decision regarding vocational program and career choice. The data collected also reveals the skills students wish they had learned more about, the hourly wage being earned by program completers, and the distance from the student's high school to the work site.

This completer data is reported for each local unit in the state along with statewide summary data. Summary survey reports of the local units can then be compared to the statewide totals. This data is used in making decisions related to curriculum revision. During the program review and improvement process this data is used to substantiate perceived strengths or weaknesses of local vocational programs. It is also used when planning local programs to identify those programs where completers can expect to find adequate job opportunities. See Table 3.

Data is collected every other year from employers of completers of vocational programs to determine the quality of the student's work attitude, work quality, and technical knowledge. Employers are asked to compare the vocational completer with other initially hired employees without vocational training.

Employer follow-up data reported to local vocational directors, regional coordinators, and state staff is used by personnel, particularly at the local level, to evaluate the effectiveness of vocational programs in preparing students for entry-level

employment. Data provided to local units in the brochure, "1989 Numbers Report," is used in promoting vocational programs to parents, students, business/industry and the general public. Table 6 reflects the information found in this publication.

Table 3

MAIN LABOR MARKET STATUS OF COMPLETERS OF OCCUPATIONALLY AND NON-OCCUPATIONALLY ORIENTED VOCATIONAL EDUCATION PROGRAMS*

1987-88 Completers
Duplicated Count

Excludes Students Continuing in High School

1989 FOLLOW-UP

| TOTAL RESPONSES AND PERCENTAGES | Total Responses | % Employed Full-Time | % Employed Part-Time | % Military | % Not Employed, Seeking Part-Time Work | % Not Employed, Seeking Full-Time Work | % Homemaker | % Not Employed, Not Seeking Work | TOTAL COMPLETERS |
|---|---|---|---|---|---|---|---|---|---|
| All Regular Occupationally Oriented Programs | 20,837 | 45% | 21% | 6% | 4% | 5% | 1% | 19% | 31,134 |
| Agriculture Education | 2,059 | 55% | 15% | 7% | 3% | 5% | 1% | 14% | 2,979 |
| Marketing Education | 2,157 | 46% | 22% | 4% | 4% | 5% | 2% | 16% | 3,203 |
| Health Occupations Education | 1,080 | 27% | 29% | 3% | 4% | 5% | 2% | 30% | 1,520 |
| Occupational Home Economics | 1,014 | 46% | 18% | 4% | 5% | 9% | 3% | 15% | 1,619 |
| Business and Office Education | 6,424 | 31% | 27% | 3% | 6% | 5% | 2% | 27% | 9,616 |
| Trade and Industrial Education | 8,061 | 55% | 16% | 9% | 3% | 4% | 1% | 13% | 12,125 |
| Principles of Technology | 42 | 21% | 24% | 19% | 10% | 0% | 0% | 26% | 72 |
| #Special Non-Occupationally Oriented Programs | 482 | 48% | 15% | 8% | 5% | 11% | 1% | 12% | 1,127 |
| All Regular Non-Occupationally Oriented Programs | 5,466 | 36% | 20% | 6% | 6% | 6% | 2% | 24% | 9,309 |
| Consumer Home Economics | 3,943 | 36% | 21% | 4% | 6% | 7% | 3% | 24% | 6,555 |
| Industrial Arts/Technology Ed | 1,523 | 37% | 18% | 10% | 5% | 4% | 1% | 25% | 2,754 |

#Special separate programs and cooperative education programs for disadvantaged and handicapped students.

*Represents data from 140 local education agencies.

Table 4

VOCATIONAL EDUCATION ENROLLMENT - UNDUPLICATED COUNT
VEIS 2 6th through 8th Grades, School Year 1988-89
Statewide Program Totals

| Program Area | Total Enrollment | % | White | % | Black | % | A. Indian | % | Asian | % | Hispanic | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Agriculture | 595 | 1 | 352 | 0 | 237 | 1 | --- | 0 | 1 | 0 | 5 | 1 |
| Business and Office Education | 7,627 | 6 | 5,394 | 7 | 2,107 | 6 | 11 | 1 | 81 | 11 | 34 | 8 |
| Trade & Industrial Education | 151 | 0 | 117 | 0 | 34 | 0 | --- | | --- | | --- | |
| Consumer Home Economics | 8,364 | 7 | 4,792 | 6 | 3,426 | 9 | 40 | 2 | 72 | 9 | 34 | 8 |
| Industrial Arts | 9,722 | 8 | 6,594 | 8 | 2,973 | 8 | 35 | 2 | 96 | 12 | 24 | 5 |
| Prevocational Education | 96,485 | 78 | 64,811 | 79 | 29,139 | 76 | 1,664 | 95 | 528 | 68 | 343 | 77 |
| Special Programs | 543 | 0 | 293 | 0 | 247 | 0 | --- | | 0 | 0 | 3 | 1 |
| TOTALS | 123,487 | 100 | 82,353 | 100 | 38,163 | 100 | 1,750 | 100 | 778 | 100 | 443 | 100 |

Table 5

VOCATIONAL EDUCATION ENROLLMENT - UNDUPLICATED COUNT
VEIS 1 Grades 9-12 School Year 1988-89
Statewide Program Totals

| Program Area | Total Enrollment | % | White | % | Black | % | A. Indian | % | Asian | % | Hispanic | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Agriculture | 15,047 | 7 | 11,426 | 8 | 3,060 | 5 | 509 | 13 | 23 | 2 | 29 | 4 |
| Business & Office Education | 78,979 | 37 | 53,397 | 38 | 23,403 | 35 | 1,208 | 30 | 659 | 50 | 312 | 40 |
| Marketing Education | 14,120 | 6 | 9,735 | 7 | 4,099 | 6 | 187 | 5 | 54 | 4 | 45 | 6 |
| Health Occupations | 5,989 | 3 | 4,057 | 3 | 1,710 | 3 | 157 | 4 | 40 | 3 | 25 | 3 |
| Occupational Home Economics | 4,626 | 2 | 2,019 | 1 | 2,480 | 4 | 104 | 3 | 13 | 1 | 10 | 1 |
| Trade & Industrial Education | 44,473 | 21 | 31,905 | 22 | 11,475 | 17 | 741 | 19 | 217 | 17 | 135 | 17 |
| Consumer Home Economics | 31,474 | 15 | 16,579 | 12 | 13,907 | 21 | 741 | 19 | 121 | 9 | 126 | 16 |
| Industrial Arts | 12,065 | 6 | 8,190 | 6 | 3,500 | 5 | 223 | 6 | 93 | 8 | 59 | 7 |
| Prevocational Education | 4,428 | 2 | 2,784 | 2 | 1,497 | 2 | 43 | 1 | 76 | 6 | 28 | 4 |
| Principles of Technology | 700 | 0 | 441 | 0 | 239 | 0 | 9 | 0 | 9 | 0 | 2 | 1 |
| Special Programs | 2,862 | 1 | 1,181 | 1 | 1,633 | 2 | 30 | 0 | 5 | 0 | 13 | 1 |
| TOTALS | 214,763 | 100 | 141,714 | 100 | 67,003 | 100 | 3,952 | 100 | 1,310 | 100 | 784 | 100 |

Table 6

1989 NUMBERS REPORT

Student Participation in Vocational Education 1987-88*

| | | |
|---|---|---|
| Total students in Grades 7-12 | 503,942 | |
| Total students in Grades 7-12 in vocational courses | 323,147 | |
| Percent of students taking at least one vocational course | | 64.1% |

(Students are counted only once)

Fiscal Expenditures 1986-87*

Expenditures in Vocational Education

| | | |
|---|---|---|
| State/Federal | $117,827,876 | 73% |
| Local | 42,532,007 | 27% |
| | $160,359,883 | 100% |

| | |
|---|---|
| Expenditure per student in vocational courses | $486 |
| Expenditure per student in all school programs | $3,118 |
| Expenditures for all school programs | $3,347,401,710 |
| Percent of Vocational Education expenditures to all school programs | 4% |

*North Carolina Public Schools Statistical Profile 1988

Vocational Student Organizations 1987-88

| | No. Chapters | Members |
|---|---|---|
| Future Farmers of America | 249 | 15,337 |
| Future Homemakers of America-- Home Economics Related Organizations | 326 | 13,213 |
| Future Business Leaders of America | 287 | 13,484 |
| Vocational Industrial Clubs of America | 544 | 10,750 |
| Distributive Education Clubs of America | 231 | 10,481 |
| Career Exploration Clubs of North Carolina | 296 | 8,200 |
| Health Occupations Students of America | 133 | 4,646 |
| North Carolina Technology Student Association | 56 | 2,431 |
| Totals | 2,122 | 78,542 |

Professional Staff 1987-88

| | |
|---|---|
| Directors of Vocational Education | 157 |
| Vocational teachers & counselors | 5,933 |
| Total | 6,090 |

Cooperative Work Experience 1987-88

| No. students | Hours | Wages |
|---|---|---|
| **Regular School Year** | | |
| 19,920 | 13,902,976 | $54,606,001 |
| Average Wage Per Hour $3.92 | | |
| **Previous Summer** | | |
| 8,321 | 2,264,992 | $8,723,903 |
| Average Wage Per Hour $3.85 | | |

Completer** Data 1986-87

| | |
|---|---|
| Total Completers | 38,673 |
| Percent Employed full-time or part-time+ | 66% |
| Percent continuing education full-time or part-time+ | 43% |
| Percent in Military/Homemaker/ Unemployed | 13% |

+Some students are includes in both categories

Comparisons:

| | |
|---|---|
| Percent of vocational education completers not employed, seeking full-time work | 6% |
| Percent of all youth 16-19 statewide not employed, seeking full-time work | 13.6% |

**Completer courses are those in a program sequence that have at least one prerequisite and that provide job skills training.

Program Area Course Offerings 1988-89

| | |
|---|---|
| Trade and Industrial | 33 |
| Industrial Arts/Technology Education | 18 |
| Marketing | 12 |
| Business and Office | 20 |
| Agriculture | 13 |
| Consumer and Home Economics | 7 |
| Occupational Home Economics | 8 |
| Special Programs | 4 |
| Health Occupations | 3 |
| Career Exploration | 5 |
| Principles of Technology | 2 |
| | 125 |

Table 6

Special Populations Served in Vocational Programs Grades 9-12 1988-89

| | Total | % | LEP | % | Disad-vantaged | % | Handi-capped | % |
|---|---|---|---|---|---|---|---|---|
| Agriculture | 8,260 | 9 | 21 | 3 | 6,111 | 9 | 2,128 | 12 |
| Business & Office Education | 23,996 | 27 | 217 | 27 | 21,512 | 30 | 2,267 | 13 |
| Consumer Home Economics | 19,399 | 22 | 143 | 17 | 15,522 | 22 | 3,734 | 22 |
| Health | 2,012 | 2 | 22 | 3 | 1,639 | 2 | 351 | 2 |
| Industrial Arts/Technology Education | 7,386 | 8 | 91 | 11 | 5,283 | 8 | 2,012 | 12 |
| Marketing | 4,086 | 5 | 37 | 5 | 3,555 | 5 | 494 | 3 |
| Occupational Home Economics | 2,395 | 3 | 22 | 3 | 1,926 | 3 | 447 | 3 |
| Career Exploration | 2,523 | 3 | 38 | 5 | 1,838 | 3 | 647 | 4 |
| Special Programs | 3,204 | 4 | 105 | 13 | 1,767 | 2 | 1,332 | 8 |
| Trade & Industrial Education | 15,180 | 17 | 106 | 13 | 11,398 | 16 | 3,676 | 21 |
| Principles of Technology | 338 | 0 | 1 | 0 | 326 | 0 | 11 | 0 |
| | 88,779 | 100 | 803 | 100 | 70,877 | 100 | 17,099 | 100 |

7. How Vocational Education Program Evaluation Contributed to Improving Programs

Twenty local school administrative units participated in the program and administrative review process. The process included teachers and business representatives assessing their programs using pertinent data and thirteen standards. Local vocational directors assessed the administration of vocational programs by using six standards and input from teachers. Program areas and administration identified their strengths, weaknesses, and needed improvements based upon available data and technical assistance from state staff. The LEAs developed a five-year plan showing priorities and funds required to make local improvements. The plan became part of the local plan application and state accreditation.

Over 200 reports were reviewed by state. Typical improvements identified were: up-to-date equipment purchases, increased personnel development, and increased involvement of business/industry personnel with local programs.

8. How the Local Plan Process Contributed to Improving Programs

The local plan process by secondary eligible recipients provides a variety of checks and balances for improving programs. It consists of three parts; Part I. Statement of Assurances, Part II. Vocational Improvement Plan, Part III. Annual Application/Abstracts.

The Part I Statement of Assurances contains federal and state legal/policy requirements germane to administration, planning, fiscal, curriculum/instruction, personnel development, and program improvement. This component requires the signature of the local vocational director, superintendent, and chairman of the local board of education.

The Part II Vocational Improvement Plan contains the analysis of priorities improvement needed by course/program area with the specific strategies to be implemented for accomplishing same. Time lines are established for each improvement component.

The Part III Annual Application/Abstract requires official signatures for continuous complinace with the assurances contained in Part I. This part contains documentation of instructional positions by program area with course listings, fund sources, enrollment, time blocks, length of course, and number of sections available to participants. Data base management is reflected in LEA totals by program area, special populations and categories of service provided. Documentation of JTPA coordination is provided with an analysis of accomplishments and activities. Abstracts provide documentation for special programs, program improvement, and certification of budget request. Also, see II.J.15. on program improvement.

9. How Technical Committees Contribute to Improving Programs

The State Board of Education approved the appointment of two technical committees -- Custom Fashion and Interiors and Horticulture. The committee members represented practioners in each of the respective areas. Using the DACUM process, an inventory of tasks was developed for each area. These tasks have served as the basis for revising curriculum for local program use.

10. How Vocational Student Organizations Contributed to Improving Programs

Over 77,983 students in 2,045 chapters were active members in one of the eight vocational student organizations. In addition to local activities designed to improve students' citizenship, leadership, employment skills, and job skills, regional and state activities were offered. Regional and state competitive events were held to assess competencies developed in vocational courses and to recognize outstanding individual and group achievement. About 3,142 business/industry representatives assisted with these events. They also donated supplies and materials.

Attendance at VSO regional and state workshops was:

| | |
|---|---|
| Regional leadership workshops | 19,943 |
| Regional competitive event conference | 22,134 |
| State leadership conference | 12,450 |

Through dues and contributions, vocational student organizations gave 71 educational scholarships totaling $92,046.

11. How Production Work Activities Contributed to Improving Programs

Production work activities in all skill development programs provide a realistic evaluation of student competency achievement and proficiency. The setting/environment is indicative of actual working conditions students will encounter in the business and industrial community after graduation and upon employment in the public or private sector. This training contributes to state-of-the-art skill development and program improvement.

The following program areas reflect the scope and magnitude of the production work concept:

AGRICULTURE

AGRICULTURAL PRODUCTION - Producing crops and animals and conducting experiments within the school/land laboratory evaluates and reflects competency attainment.

AGRICULTURAL MACHINERY/EQUIPMENT/STRUCTURES - Assembling farm equipment for equipment dealers; repairing tractors and equipment

for farmers; laying out and constructing agricultural buildings provide competency evaluation and instant feedback for program improvement.

ORNAMENTAL HORTICULTURE - Producing and distributing greenhouse plants; designing and implementing landscape plans, landscaping and planting trees and shrubbery for the houses built by the construction trades students provide excellent learning experiences.

FORESTRY - Producing, managing, and marketing forest products to ensure a comprehensive understanding and mastery of the industry; learning to operate and maintain forestry equipment enable students to demonstrate their knowledge and skills.

BUSINESS AND OFFICE EDUCATION

Basic skills/competencies are developed through various components of the BOE program. Activities on business equipment such as electronic calculators, electronic typewriters, microcomputers, and word processors contribute to the job readiness skills of students. Those enrolled in Administrative Support Occupations II, Computerized Accounting Occupations II, small Business/Entrepreneurship and Business Data Processing Occupations II may participate in the cooperative component of these courses.

Through cooperative methodology students utilize and further develop skills/competencies in part-time positions in the business community.

ADMINISTRATIVE SUPPORT OCCUPATIONS II - Students develop basic skills/competencies in a variety of office positions such as: general office clerk, records clerk, clerk-receptionist, secretary, typist, and word processor in a real life employment setting. These experiences contribute to maintaining up-to-date curricula in basic skills requirements.

COMPUTERIZED ACCOUNTING OCCUPATIONS II - Students continue to develop skills/competencies through employment as accounts payable/receivable clerks, bookkeepers, inventory clerks, payroll clerks, billing clerks, tax preparer trainees, and related computerized occupations.

DATA PROCESSING OCCUPATIONS II - Students build on skills/competencies in business by performing computer operator, data control clerk, data entry operator, and data processing librarian task on state-of-the-art equipment in the employment environment which provides instant feedback for program improvement.

Feedback from employers through the students and teacher/coordinators provide information on needed training/skills resulting in modifications/improvements to course competencies and instructional guides.

HEALTH OCCUPATIONS

Students in advanced health occupations are provided clinical experiences in local hospitals, doctors offices and other medical specialty facilities. These experiences validate competency attainment in a real life setting under the supervision of medically trained personnel. Program improvement s assured through teacher coordination with the medical community and the use of state-of-the-art equipment.

HOME ECONOMICS

CHILD CARE - Students utilize their competencies by supervising and caring for preschool children in day care centers.

CUSTOM FASHIONS AND INTERIORS - Students utilize their competencies to construct clothing, draperies, bedspreads, and home accessories. They also perform alterations on clothing and home apparel.

COMMERCIAL FOOD - Students plan and prepare a variety of foods. The retailing and catering of meals and receptions is the focus. Carry-out meals is a new direction.

MARKETING EDUCATION

Students from 10 of the 12 different marketing education offerings participated last year in cooperative on-the-job training experiences. This ensures State-of-the-Art training commensurable with the employers needs. This real life setting provides instant feedback for improving program and modifying curricula based on employer demands.

SALES FUNDAMENTALS - Students have the opportunity to develop/utilize their sales/competencies by training in a sales position.

SMALL BUSINESS/ENTREPRENEURSHIP: MARKETING - Students placed for on-the-job training in this course rotate through job assignments which offer an exposure to the general operations and are offered an exposure to owner/manager decision making.

MARKETING - Students have the opportunity to develop/utilize their sales marketing competencies in a broad array of business engaged in marketing products or services.

MARKETING AND MERCHANDISING - Students continue to develop and utilize their sales and marketing competence developed in the first level course in their marketing education experience. Generally, these students accept a greater responsibility for decision making at the on-the-training site during their second year.

BUSINESS MANAGEMENT:MARKETING - Students are placed in businesses where they can get an exposure to management decision making. The students utilize their marketing competence to handle some of the marketing functions for the employer.

FASHION MERCHANDISING - Students are allowed to develop/utilize their sales/marketing competence in apparel and accessories marketing jobs. They extend the fashion merchandising training into business which sell fashion apparel or accessory items.

FASHION MERCHANDISING AND MANAGEMENT - Students continue to develop and utilize their sales and marketing competence developed in the Fashion Merchandising course. The student accepts a greater responsibility for decision making at the on-the-job training site during the second year of their marketing education experience.

HOTEL AND MOTEL MANAGEMENT - Students are placed in hotels, restaurants and conference centers for developing/utilizing competence they have gained in the hotel and motel class.

ADVERTISING AND SALES PROMOTION - Students develop/utilize their advertising and/or sales promotion skills in advertising agencies, newspaper/magazine advertising departments or in sales promotion departments of marketing business.

TOURISM MARKETING - Students extend their tourism marketing training by being placed in tourist related businesses. They utilize the skills developed and the local area information with tourist thus continuing to learn and to be challenged toward further development.

In many marketing education programs, the students operate a school store. In this store, they manage an inventory control system, (most of the time it is computerized). They manage employees and handle sales and report results. The school store offers a good opportunity to develop human relations skills as the students work with fellow employees and their customers. As store manager, students can learn to direct and manage others.

In many schools, students promote the sale of houses and other products built by the construction trades students.

TRADE AND INDUSTRIAL EDUCATION

INDUSTRIAL COOPERATIVE TRAINING - Students receive realistic training in the industrial environment relating to their career objective. Competency development is related to job expectations with training being done on current equipment according to industrial practices. Aerospace - Students construct a small private class airplane which is tested and sold at public auction.

AUTO TECHNOLOGY - Students repair automobiles, trucks, vans, and buses. They schedule, prepare work orders, procure parts, and process payment as a part of the comprehensive training.

DIESEL MECHANICS - Same as auto technology.

AUTO BODY REPAIR - Students repair automobiles, trucks, vans, and buses by using the latest materials appropriate for the type of repair required.

MASONRY - Students build houses and other masonry construction projects on and off campus using modern materials and up-to-date techniques as required by the industry and building codes.

FURNITURE/CABINETMAKING - Students utilize their competencies to construct individual and mass produced projects from an array of types of woods. Students calculate materials and cost for these projects.

CARPENTRY - Students perform their carpentry skills in building construction with other building trades students. The completed houses are sold at public auction with the revenue generated returned to the vocational education budget.

DRAFTING - Students develop the design and produce prints for the building construction and other projects completed by the construction trades students. Computer-aided-drafting (CAD) systems have been implemented in the majority (75%) of the drafting programs to ensure state-of-the-art instruction/training commensurate with industrial employment opportunities.

PLUMBING - Students design, measure, purchase, and install the plumbing in building construction under the inspection for code compliance of a licensed plumber.

ELECTRICAL TRADES - Students wire buildings which may be constructed by the building trades students. Building construction or maintenance projects are inspected for code compliance by the building code inspection office.

COSMETOLOGY - Advanced students shampoo, prepare, and style hair according to customer preference. The latest trends and styles reflect up-to-date training in a variety of hair styles indicative of community mores.

MARINE OCCUPATIONS - Students learn fishing and shrimping skills, boat operations, and navigation skills in real life settings. The catch is sold to local seafood processing plants and the money returned to the local vocational education budget. Graphics & Industrial Communications - Students utilize competencies to produce forms, tables, charts, graphs, and information for customers such as report cards, permanent student record folders, newspapers, sporting event programs, certificates and other printed materials to specifications.

ELECTRONICS - Students install, maintain, and repair electrical and electronic equipment ranging from household appliances and home entertainment systems to complex computer equipment.

INDUSTRIAL MAINTENANCE - Students install, maintain, and repair machines and mechanical equipment and systems. Typical duties could include replacing faulty electrical switches, repairing air-conditioning motors, inspection of belts and fluid levels and maintaining maintenance records.

METALS MANUFACTURING TECHNOLOGY - Students read blueprints and job specifications, measure, layout, perform machining operations, finish and assemble the finished product.

TEXTILES - Students utilize their competencies in one of the three major textile manufacturing categories: yarn, fabric, and the dyeing and finishing of fabric.

WELDING - Students read blueprints and job specifications, measure, layout, and perform various welding operations, such as gas and/or electric.

TECHNICAL DRAFING - As of December 1, 1987, there are approximately 144 T&I Drafting Programs (secondary) in North Carolina. Of these 144 Technical Drafting Programs, 114 or approximately 80 percent have at least one (1) CAD Station. The software configurations are varied with approximately nine (9) different CAD programs now in use. Two (2) software make up approximately 86 percent of the CAD utilized. They are VERSACAD (54%) and AutoCAD (32%). The remaining 14 percent of software in order of frequency is: CAD-Apple, MAC-Draft, Cascadet, Robo, CAD Key, Generic and Min-Draft.

12. How Cooperative Vocational Education Methodology Contributed to Improving Programs

During the regular school year 1988-89, 19,978 students were enrolled where the cooperative method of instruction was used; 8,119 students worked during the previous summer. These students worked 2,322,784 hours during the summer and 13,993,518 hours during the school year. They earned $10,096,398 in the summer and $56,886,079 during the school year.

The average hourly wage was $4.06. About 803 teachers, in agriculture, business and office, marketing, occupational home economics, and trade and industrial education coordinated the programs. Cooperative vocational education continues to improve the business and industry partnership between the local school and community.

13. How State Fair Exhibits Contribute to Improving Programs

The Vocational Education State Fair exhibits are selected by

regional chairpersons who serve on the State Fair Committee. The exhibits were prepared by the staff in the Department of Community Colleges with assistance from the 58 individual institutions. The exhibits are model programs and represent each program area in vocational education (agriculture, home economics, health occupations, etc.). Each exhibit exemplifies the most recent technology available in that particular program area, e.g. competencies, content, instructional techniques, and methods of transmitting instructional content through telecommunication equipment and electronic boards.

The exhibits are viewed by the general public, which includes teachers, administrators, students, parents, advisory committee members, business/industry representatives, and others who make recommendations for improvement of programs at the local level. During 1988-89, approximately 380,000 people viewed the exhibits.

Over the past several years, the Vocational Education State Fair Exhibit received either the Governor's or Commissioner's Award of Excellence which is the highest honor given for an educational exhibit.

14. How the State Vocational Education Planning and Coordination Committee (SVEPCC) Contributed to Improving Programs

July 26, 1988

The nineteenth meeting of the State Vocational Education Planning and Coordination Committee (SVEPCC) was held in the Education Building - third floor conference room (board room).

Committee Members Present
Bobby Anderson
Porcius Crank
Dennis Davis
Claude Myer
Ken Pittman
Earl Bradley for Jim Nichols
Pamela Majette for Judy Hanna
Barbara Bergman for Joel New
Susan Gurganus for Lowell Harris
George Graham for Linda Lindsey

Dept. of Administration
Sheron Morgan

N. C. Public School Forum
Peter Leousis

Dept. of Public Instruction
Don Brannon
Wally Burke
Rhonda Wooldridge
Ken Thigpen
J. W. Knight
Frances Melott
Mike Occhipinti

Dept. of Community Colleges
J. W. Eades

State Council on Voc. Ed.
Mike Latta

Dept. of Vocational Rehabilitation
Andy Whisenhunt
Terry Kemp

Don Brannon, chair, welcomed everyone and indicated that we would discuss the information contained in the agenda.

Sheron Morgan, Deputy Director, Department of Administration presented information on the Employment and Training Study by the Department of Administration. She emphasized the importance of overall coordination for all education and training. She pointed out the governance changes taking place, such as legislation bringing the controller's office under the State Superintendent of Public Instruction. She emphasized the importance of improving technology education and referred to the Lincoln County High School and the Richmond County Tech-Prep program as examples of current improvements in education and training. She referenced the telecommunications project down east and indicated that curriculum development was improving through industry/education involvement. She reported that the National Academy of Math and Science was supportive of these improvements in vocational education.

Mike Latta presented the evaluation study of the vocational education program delivery system under the Carl D. Perkins Act and the Job Training Partnership Act for the State Advisory Council on Vocational Education. A copy of the Council's report was presented to all members present. Mike also shared a copy of a paper titled "THE FORUM" that the council adopted May 13, 1988. He also provided a brochure on the Council which identifies members and their business and industry representation.

Peter Leousis, Director of Policy Research, Public School Forum presented information from the study on vocational education in secondary education. He indicated that the Forum was a private, non-profit, research oriented association. He indicated that the committee on economic development was interested in secondary education students who do not go on to higher education. They are also looking at all other students in vocationl education. They are addressing issues relating to the changing economy and updating basic skills. He indicated that higher skills are needed in emerging jobs. A concern was expressed that indicated that the Basic Education Program projection of $5.00 per student for grades 7-12 for vocational equipment is not adequate to meet the needs for technological improvement in instruction and training. Concern was expressed regarding certification requirements because some vocational teachers come from four year degree programs and others do not.

Rhonda Wooldridge presented an updated draft copy of the brochure she has developed to promote the coordination purpose of the committee. Recommendations for change, including a symbol for the committee was presented. Also, the inclusion of the purpose of the committee was recommended. The revisions will be presented at the next meeting.

SHARING

J. W. Eades announced that N.C. would be host to the Community Colleges directors' meeting in Asheville and President Scott will preside over the meeting.

Porcius Crank indicated the SACVE was having a national meeting in Kentucky.

Mike Latta referred to key components in the FORUM 1988 paper he shared with the committee. He referenced the 857 activities on page 2 and the 5 points at the bottom of page 3.

Ken Pittman informed the committee about the State Apprenticeship meeting they are hosting in Asheville with representation from the U. S. Department of Labor, National Veterans Association, and U. S. Department of Education participation. He expects changes in the USDL based on a study by the Carnegie Foundation looking at apprenticeship and making recommendations. Apprenticeship is voluntary and approximately 800 of 25,000 occupations are skill apprenticeable. He presented a NCDOL apprenticeship brochure and a U. S. Dept. of Education memorandum "Federal Register Notice on Apprenticeship 2000" initiative research program. He indicated that 50% of the youth in other countries pursue apprenticeship training which is their primary source of skill training development.

Claude Myer, Division of Vocational Rehabilitation, indicated they are providing individual training for adults, expanding school-to-work services with LEAs in cooperative arrangements. They are pursuing better use of technology to assist handicapped persons train for employment. He indicated that 67 counselors were helping with individualized education plans and transition planning. Vocational rehabilitation counselors are also working with students before developing IEPs.

Susan Gurganus, Exceptional Children, indicated they are standardizing the IEP so they can document the services provided by vocational education. Transition coordinators are working with this. Their fall conference is in Charlotte, November 17, 18, 1988.

Barbara Bergman provided a listing of the 100 counties telephone contact for JTPA and an announcement of the first NC annual employment and training partnership conference.

George Graham reported on their continued efforts in transition training and the concern for relevance in technical training related to job needs.

Pam Majette, Council on the Status of Women, reported on the funding for their crisis program and educational opportunities in NC for women. She indicated they are working on admittance to college without the same high school graduation requirements for older women. She indicated the community college non-traditional jobs program was helping women. She is working on a list of foundations information as related to women's needs.

Bobby Anderson indicated the community colleges would have their 5th annual literacy conference in Charlotte on August 1, 2, 3, 1988. They are working on research to identify people with less than a high school education. Also, 16 year olds with less than high school education that have dropped out of school. They are looking at new funding for community service training, academics, and avocational training. Four community colleges are working with LEAs for developing a family literacy project. He reported that the Governor's literacy report was just out and he would provide information on its findings at the next meeting.

Wally Burke indicated the division of vocational education had received substantial approval of the two year state plan for vocational education and they are currently working on the PY 1987-88 performance report.

Don Brannon invited all members to the annual vocational education summer workshop in Greensboro on August 2-5, 1988.

October 20, 1988

The twentieth meeting of the State Vocational Education Planning and Coordination Committee (SVEPCC) was held in the Education Building - third floor conference room (board room).

| Committee Members Present | Dept. of Public Instruction |
|---|---|
| Bobby Anderson | Don Brannon |
| Harry Ballard | Wally Burke |
| Nancy McCormac | Rhonda Wooldridge |
| Porcius Crank, Jr. | |
| Dennis Davis | Dept. of Community Colleges |
| Ron Loftin for Claude Myer | J. W. Eades |
| Barbara Bergman for Joel New | |
| Gary Carney for Linda Lindsey | State Council on Voc. Ed. |
| | Mike Latta |

Don Brannon, chair, welcomed everyone and indicated that we would discuss the information contained in the agenda.

Charles Parker presented the approach he is implementing to conduct an evaluation study of the vocational education program delivery system under the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act. He elaborated on the procedure and provided appropriate support documents.

Leslie Takahaski, Coordinator, MDC, Chapel Hill, presented a report on the Commission on the Future of the N. C. Community College System's Study.

Bobby Anderson presented information on the Governor's Literacy Report.

Rhonda Wooldridge presented the revised edition of the Joint Agencies brochure being developed for the SVEPCC. Additional recommendations for change were provided and taken under advisement.

SHARING

Harry Ballard indicated the department of corrections has a 90 day education participation program for inmates who test below 6th grade equivalency in educational ability. The program provides the basic education foundation to build on with additional education and training to produce productive potential workers when the incarcerated return to society.

Nancy McCormac indicated the SOICC is updating the career information for their tabloid. She is distributing 200,000 tabloids to schools and appropriate agencies. Approximately 100,000 will go to high schools across the state and approximately 35,000 will go to 8th grades for information and career planning. This is the first time for the 8th grade pre-vocational education pilot project distribution. She is developing a user's guide for the tabloid to be distributed to school systems. She is updating the N. C. Jobs and Careers which will go to Counselors and Job Placement professionals.

Gary Carney indicated that youth corrections are working with private industry and youth offenders incarcerated to provide job training and possible job placement upon release. They are working to refine competency goals and objectives in all five schools to compliment the DPI, vocational education concept. On October 28th, they are planning a vocational craft fair in the Albemarle Building to exhibit student projects developed in their school training programs.

Barbara Bergman indicated the national agenda for DET/JTPA was focusing on welfare reform and worker retraining which would impact on changes for JTPA initiatives.

Wally Burke indicated the PY 1987-88 Performance Report for Vocational Education has been completed and will be presented to the SBE and SBCC in November for approval and transmittal to the U. S. Dept. of Education.

Rhonda Wooldridge indicated that a mini-Performance Report would be developed for public information and promotion of vocational education.

Don Brannon shared a paper, "Clearinghouse on Adult Education", developed by the U. S. Dept. of Education.

J. W. Eades informed the committee about the bi-annual instructors conference in Winston Salem. He also announced the Community College's exhibit at the State Fair received the Governor's Award.

Porcius Crank shared three publications from the SACVE and announced their November 17, 18, 1988 meeting in Winston Salem.

Ron Loftin indicated congress had passed the "Technical Related Assistance Act" which is intended to bring order to all services designed to help the handicapped population. It should help close the gap for families and industry with pertinent information. It will help set up a system to maintain devices used by handicapped individuals so they receive appropriate service for the devices they depend on to make them functional in the training and employment environment.

Dennis Davis presented a folder with information to be used at their conference in Winston Salem, November 29 through December 1, 1988, entitled "At Risk Children and Youth."

January 26, 1989

The twenty-first meeting of the State Vocational Education Planning and Coordination Committee (SVEPCC) was held in the Daniels Building - Room 113.

Committee Members Present
Bobby Anderson
Harry Ballard
Nancy McCormac
Porcius Crank, Jr.
Jim Nichols
Steven Campora
Peggy Corriher for Judy Hanna
Grover Bridges for Dennis Davis
Chris Jones for Lowell Harris
Terry Kemp for Claude Myer
Barbara Bergman for Joel New

Dept. of Public Instruction
Cliff Belcher
Don Brannon
Wally Burke
Rhonda Wooldridge

Dept. of Community Colleges
J. W. Eades
Bill Pursell

Div. of Employment & Training
Karen Cafferty

Public School Forum
Peter Leousis

Department of Human Resources
Joan Holland

Don Brannon, chair, welcomed everyone and indicated that we would discuss the information contained in the agenda.

Joan Holland, Division of Social Programs, Department of Human Resources, provided information on the Welfare Reform Act and the implications for that Act in relation to other Acts and services for the clientele it is designed to serve.

Karen Cafferty, Division of Employment and Training provided information on the Implications for Job Training and other relevant matters relating to the services provided by NRCD/DET for clientele who qualify according to the program guidelines. She indicated that the Family Support Act under the Welfare Reform Act in the Division of Social Services provides assistance to families. The Governor is responsible for the coordination with other programs. The welfare agencies and the Private Industry Councils (PICs) coordinate services at the local level. The requirements are somewhat related to the Vocational Education Act.

Don Brannon provided an updated copy of the Joint Agency Brochure and supplied bundles of ten to members and representatives in attendance. Each member agency indicated the number of brochures they wanted for distribution.

Bob Anderson and Peter Leousis presented an update of the Public School Forum and Community College study and the Public School Forum study, respectively. Anderson presented an outline of the Contents of the State Plan for Adult Education and the Summary of Findings and Recommendations paper titled "Commission on the Future of the North Carolina Community College System." Anderson elaborated on the following components:

.Provide quality teaching, programs, and support services for students and expand access to the system.

.Require community colleges to be accountable for reaching performance goals in exchange for increased flexibility and funding.

.Ensure that adult North Carolinians gain the basic critical thinking skills demanded in a complex and competitive economy.

.Increase the commitment to building state and local economics by disseminating new technologies and promoting small business development.

.Build strong partnerships with the public schools and the state universities to establish a comprehensive education system responsive to all of North Carolina citizens.

.Develop strong leadership for the sytem and its colleges.

Peter Leousis of The Public School Forum shared the report "Thinking for a Living: A Blueprint for Educational Growth." He indicated the study reflected certain assumptions and elaborated on each. He indicated the areas that students need to strengthen to become proficient. The report addressed the impetus for change; the accountability imperative, the need for deregulation which impacts on improving the public schools in North Carolina.

SHARING

Each member present or their representative reported on the status of the activities their agency is involved with to impact on the educational and training needs of youth and adults.

April 27, 1989

The twenty-second meeting of the State Vocational Education Planning and Coordination Committee (SVEPCC) was held in the Caswell Building - State Board of Community Colleges - Board Room.

| Committee Members Present | Dept. of Public Instruction |
|---|---|
| Bobby Anderson | Cliff Belcher |
| Nancy MacCormac | Don Brannon |
| Porcius Crank, Jr. | Wally Burke |
| Jim Nichols | |
| Steven Campora | Dept. of Community Colleges |
| Claude Myer | Leigh Hammond |
| Linda Lindsey | |
| Grover Bridges for Dennis Davis | |
| Susan Gurganus for Lowell Harris | |
| Barbara Bergman for Joe New | |

Don Brannon, chair, welcomed everyone and indicated that we would discuss the information contained in the agenda.

Leigh Hammond, Chairman, State Occupational Information Coordinating Committee (SOICC) presented the status of the State-Level Developments in Data-Based Planning. He indicated that community college developments would permit instant communications with the levels of decision makers, i.e. Community College Presidents, Deans, Business Managers, and Planners to acquire/validate data and information to expedite decision making and leaership responsibilities. He indicated it would provide a management support system that would contribute in implementing the Community College study "Commission On The Future" report. The Community Colleges currently have fifteen (15) systems linked together by computers for data and information gathering. They will add fifteen (15) more to the network next year if funds are available. This process will continue until all institutions are on-line. He then introduced Nancy MacCormac to demonstrate the State Occupational Information Coordinating Committee's software for labor market data.

Nancy MacCormac presented a status report on a variety of activities SOICC is currently expediting. She indicated the six statutory state agencies involved in providing and receiving data and information germane to the purpose of SOICC. She previewed and demonstrated the computer software occupational information system that impacts on the variety of uses data provides for planning and providing services. This effort reflects the progressive/innovative approach to utilizing technological advances to providing state-level leadership,

activities and services to improve the quality of education and training. She provided members with a brochure from the National Occupational Information Coordinating Committee (NOICC) that addresses National Career Development Guidelines, Comprehensive Career Guidance and Counseling, and Student and Client Competencies. She shared the latest tabloid "Career Choices in North Carolina," published by SOICC. She also provided the SOICC publication, "Getting Started: North Carolina Jobs and Careers" a pocketbook with a wealth of information for teachers, counselors and job placement professionals.

Don Brannon announced that the joint agencies brochures have been distributed to the agencies, groups and individuals as the committee indicated and additional brochures were available if members need additional copies.

Cliff Belcher explained the current Federal Vocational Legislation Congress is working on and provided members with a section by section summary of H. R. 7. The provisions of this would radically impact on the small LEAs in our state and wipe out the equitable distribution of resources and programs in place today. The proposed national mandated formula would provide the larger LEAs with the bulk of the resources because of the enrollment factor in the formula.

It would aggregate a number of oversight advisory councils into one Human Investment Council to coordinate activities of programs. Many of the components in the legislation would adversely affect the research, curriculum, staff development and innovative program improvement efforts that are currently improving the quality of education and training in our state.

It would reduce state leadership coordinated efforts to avoid duplication and provide direct funding by formula which would compound the monitoring problem to avoid duplication. The funding formula would provide a disproportionate amount for displaced homemakers and sex equity.

He indicated that the formula distribution would cause 88 LEAs to lose funds and 48 large LEAs to gain funds. It would almost wipe out vocational programs in educational regions 1 and 8 in our state. Current legislation and policy provides for fair and equitable distribution of resources to ensure equal opportunity for all students in secondary and postsecondary education.

Wally Burke provided the members an updated outline for developing the next two year State Plan for FY 1990-92. He solicited input from all agencies in relation to the appropriate components identified in the outline.

SHARING

Each members present or their representative reported on the status of the activities their agency is involved with to impact on the educational and training needs of youth and adults.

Cliff Belcher indicated that the legislature was looking favorably on our request for 20 million dollars for vocational education equipment. He indicated concern regarding the legislation that would require a second academic major for vocational teachers preparing to enter the profession. The teacher supply and demand problem would only get worse with this requirement.

Claude Myer indicated they are conducting public hearings on the Vocational Rehabilitation Division State Plan on May 12, 15, and 23, 1989. He indicated the 15th was in Raleigh and welcomed the committee to participate.

Susan Gurganus indicated that the Exceptional Children's Division was interested in the gifted education legislation activities in the General Assembly.

Porcius Crank announced the good planning and coordination example that the Council viewed at the last meeting when they visited the Lincoln School of Technology in Lincolnton, N.C. He indicated the next SACVE meeting would be on May 18, 19, 1989, in Raleigh, 3rd floor conference room, Education Building.

Steve Campora indicated improved interest in apprenticeship by industries because of the technological advances in the work force and a tight labor market for skilled workers. He indicated this creates a positive impact for cooperation.

Barbara Bergman provided an attractive, informative JTPA brochure that addresses program administration/delivery services that expounds on (1) who provides the services; (2) what is the role of the State Job Training Coordinating Council; (3) how to get involved; and other germane information. She also provided a report of the Job Training Partnership Act (JTPA) Advisory Committee, titled "Working Capital: JTPA Investments for the 90s." The document contains 28 recommendations for improving JTPA services and activities. She indicated meetings for the Employment and Training Council are scheduled for October 4-6, and December 2-5, 1989.

Jim Nichols indicated the Department of Commerce was working on the program that evolved from the joint agreement with the Department of Corrections to improve the skill levels of women in the correctional institutions. They are interested in building up skills women possess or developing new skills appropriate for today's employment opportunities.

Grover Bridges provided copies of the Annual Report on dropout prevention and several informative pieces of information on At-Risk Children and Youth, and Dropout Prevention: Building the Future for Students at Risk.

15. How Coordination with JTPA Contributed to Improving Programs

The coordination between vocational education and JTPA at the local school level during the current 1988-89 year has improved resulting in more effective programs and services for our disadvantaged youth. Also, at the local level, coordination between vocational education administrators and the Private Industry Councils has increased understanding of school programs.

Staff Development activities for LEA staff operating JTPA programs have been coordinated with SEA Vocational Education, JTPA and Dropout Prevention staff. Joint activities involved the development of an action plan, educating inter- and intra-agencies about JTPA, dissemination of the Governor's Coordination Criteria, and Executive Order #54, review of Request for Proposals, and sponsoring of workshops.

JTPA projects operated during PY 1988 were the Extended School Day, Pre-employment Skills Training, School-to-Work Transition Programs, Assessment/Testing, and Student Work Experience Programs. Each of the projects has vocational components. Curriculum emphasizes pre-employment skills training which includes assessment, testing, and counseling; occupational career and vocational exploration; job search assistance; job seeking and keeping skills; remedial education; and labor market information. Referrals are made to vocational counselors and courses as appropriate. Many JTPA programs utilize the pre-employment skills competencies developed by vocational education. Job development and placement continues to be an integral component of all programs.

During the 1988-89 school year approximately 1,068 JTPA eligible students, ages 14-21, were served.

The Regional Services Section of the division initiated meetings by SDA regions with local vocational directors and JTPA personnel which was Phase III of the coordination efforts. The objectives of these meetings were: 1) follow through on the activities of Phases I and II of the coordination efforts of JTPA and local school systems, 2) provide a forum to assist in ensuring that vocational education and JTPA funds are used efficiently and effectively, 3) discuss strategies to avoid duplication of services provided to targeted school age populations. In most instances follow-up meetings were scheduled to begin specific plans for the next planning cycle. Concern was expressed about the Kerr-Tar SDA lack of participation in the Phase II effort.

The division furnished the chair of each Private Industry Council a listing of programs, levels, projected enrollment, and projected completers for the two-year period prescribed by the Carl D. Perkins Vocational Education Act.

Coordination of LEA vocational programs with JTPA is improved by representation/participation on local advisory committees. Local plan information reflects the contact date of notification to JTPA representative for review of the local plan application. Accomplishments and projected activities are enumerated to assure improvement of programs to serve appropriate clientele. Advisory council activities provide insight into the comprehensive involvement of interested agencies, councils, groups and individuals to ensure compliance with federal and state requirements and improve the comprehensive coordination for improving programs. Student accomplishments in education/training and employment are the ultimate outcome objectives. The degree of of success in this objective is reflected in the analysis of follow-up data and information.

LEA NO.: _____ LEA NAME: _____ DATE: _____

PART III

C. COORDINATION WITH JTPA AND
LOCAL ADVISORY COUNCIL ACTIVITIES

| Activities | NUMBER OF TIMES DURING FISCAL YEAR THIS ACTIVITY OCCURRED | | | |
|---|---|---|---|---|
| | JTPA* | Council | Individual | Sub Group |
| Orientation Meeting(s) | | | | |
| Review of Labor Market Data | | | | |
| Advice on Course Content (Relevance of Programs) | | | | |
| Review of Student Placement Data | | | | |
| Advice on Equipment/Facilities | | | | |
| Identify Community Resources to Support Programs | | | | |
| Review of Evaluation Data | | | | |
| Review of Local Plan: | | | | |
| (a) Two-Year Plan* | | | | |
| (b) Annual Application* | | | | |
| Visitations of Programs Within the School System | | | | |
| Other (Specify) | | | | |
| TOTAL: | | | | |

*Indicate involvement with JTPA as stated in Section 115 (b) of the Carl D. Perkins Vocational Education Act ("Each such application shall be available for review and comment by interested parties, including the appropriate administrative entity under the Job Training Partnership Act.").

THE APPROPRIATE JTPA REPRESENTATIVE WAS NOTIFIED ON _____ THAT THIS APPLICATION WAS AVAILABLE FOR REVIEW AND COMMENT.

C. 2. JTPA COORDINATION

Describe both the accomplishments within the school system of coordination efforts with JTPA and vocational education and the projected activities to improve coordination efforts:

a. Accomplishments:

b. Projected Activities:

C. 3. LOCAL ADVISORY COUNCIL ACTIVITIES

Describe the positive activities of the local vocational education advisory council during the previous twelve months and projected activities for the next twelve months.

a. Positive Activities:

b. Projected Activities:

16. How Community-Based Organizations Contributed to Improving Programs

Local Education Agencies, Community College Institutions, and Community-Based Organizations (CBOs) were given the opportunity to apply for special grants to develop programs/services for dropouts, potential dropouts, disadvantaged and handicapped youth age 16-21. Seven (7) programs were funded for the 1988-89 fiscal year. Five (5) of these programs were with post-secondary institutions, and two (2) with secondary local education agencies. Outreach, counseling, assessment, prevocational, career intern, transitional and placement services were emphasized in these programs. Community-Based Organizations worked with various educational systems, organizations and agencies to encourage and assist special needs youth to increase their opportunities through further education and/or job training.

17. How Office of Civil Rights Reviews Contributed to Improving Programs

The procedure used by the Office of Civil Rights is implemented through the Methods of Administration for Complying with Civil Rights Requirements in Vocational Education Programs (MOA).

Vocational education policies are reviewed to ensure that they do not discriminate or permit discrimination on the basis of race, color, national origin, handicap or sex. The review includes: (1) formulas used for distribution of federal funds in the local educational agencies (LEAs); (2) recruitment and enrollment placement criteria used in vocational program; (3) the collection and analysis of civil rights related data and information; and (4) state approval of requests from LEAs (program planning and construction requests). The methods used to select LEAs to receive an on-site or desk review is based on potential problems identified through the Vocational Education Information System (Form I) of student enrollments in vocational education programs. Race and sex are used as a criteria to identify the problem areas. A ranking procedure is employed on potential civil rights problems of those school units that may experience non-compliance issues of a disproportionate enrollment of students in vocational education programs. LEAs in the twenty percent (20%) ranking receive desk audit reviews. Those identified in the highest five percent (5%) ranking receive on-site investigations. This process is conducted on a five year cycle until all LEAs are monitored within this cycle.

Compliance reviews and technical assistance are provided by working cooperatively with the LEAs; especially, in regard to developing and implementing a voluntary compliance plan. Workshops are also conducted at the state, regional and local levels to develop awareness of discriminatory practices and identify strategies for eliminating these practices.

Civil rights activities have contributed toward making vocational education programs more accessible to the handicapped student; improving the awareness of equity issues for enrollment in increasing the non-traditional programs; providing methods to eliminate patterns of enrollment, discrimination toward student recruitment, and enrollment placement activities; and providing methods to eliminate any and all forms of discriminatory practices that exist in vocational education programs.

18. How Sex Equity Activities Contributed to Improving Programs

The counseling/outreach activities provided teachers, students, parents and business/industry with a better understanding of the limitations of gender role stereotyping through inservice workshops, dissemination of information and update of counseling resource materials. The career exploration activities provided hands-on exploration of nontraditional vocational fields emphasizing technological advancements. Teen parent programs were developed to address the specific educational and counseling needs of young parents with emphasis on vocational exploration and decision making skills.

These activities have contributed to improving programs through increased awareness of equity issues in vocational education and an understanding of constructive ways to deal with barriers presented by gender stereotyping. (Also, see I.E.2.)

19. How assessment of needs based on program reviews contributed to improving programs. (See II.J.7.)

III. SECONDARY - Consumer and Homemaking Accomplishments

A. Number of students served. (See Table 1)

There was a 2.5% increase in students served. (see Table 1)

| | |
|---|---|
| 61,280 | 1988-89 |
| 59,782 | 1987-88 |

There were 25% males in the program.

B. Achievements in programs and support services in depressed areas.

The total Concentration of Low Income Families (CLIF), points of 42 or more are classified as being in the economically depressed category. The data is based upon the current Department of Commerce 1980 Census Study for the Low Income Families. See Table 7.

Economically Depressed Areas
(by Local Education Agency)

Table 7

| | |
|---|---|
| 030 | Alleghany |
| 040 | Anson |
| 050 | Ashe |
| 060 | Avery |
| 070 | Beaufort |
| 071 | Washington Co |
| 080 | Bertie |
| 090 | Bladen |
| 100 | Brunswick |
| 150 | Camden |
| 170 | Caswell |
| 200 | Cherokee |
| 210 | Chowan |
| 220 | Clay |
| 240 | Columbus |
| 241 | Whiteville |
| 250 | Craven/New Bern |
| 260 | Cumberland |
| 270 | Currituck |
| 310 | Duplin |
| 330 | Edgecombe |
| 331 | Tarboro |
| 350 | Franklin Co |
| 351 | Franklinton |
| 370 | Gates |
| 380 | Graham |
| 390 | Granville |
| 400 | Greene |
| 420 | Halifax |
| 421 | Roanoke Rapids |
| 422 | Weldon |
| 430 | Harnett |
| 440 | Haywood |
| 460 | Hertford |
| 470 | Hoke |
| 480 | Hyde |
| 500 | Jackson |
| 510 | Johnston |
| 520 | Jones |
| 540 | Lenoir |
| 541 | Kinston |
| 560 | Macon |
| 570 | Madison |
| 580 | Martin |
| 610 | Mitchell |
| 640 | Nash |
| 641 | Rocky Mount |
| 650 | New Hanover |
| 660 | Northampton |
| 670 | Onslow |
| 690 | Pamlico |
| 700 | Pasquotank |
| 710 | Pender |
| 720 | Perquimans |
| 730 | Person |
| 740 | Pitt |
| 770 | Richmond |
| 780 | Robeson |
| 781 | Fairmont |
| 782 | Lumberton |
| 784 | Red Springs |
| 785 | Saint Pauls |
| 820 | Sampson |
| 821 | Clinton |
| 830 | Scotland |
| 870 | Swain |
| 890 | Tyrrell |
| 910 | Vance |
| 930 | Warren |
| 940 | Washington |
| 950 | Watauga |
| 960 | Wayne |
| 962 | Goldsboro |
| 980 | Wilson Co |
| 990 | Yadkin |
| 995 | Yancey |

In 1988-89, 54% of the schools systems were in economically depressed areas. Of the students served statewide, 29% were disadvantaged. In these home economics programs, teachers focus on consumer education and management in all courses. The application of basic skills and decision making, or higher order thinking is core.

Competencies, objectives, and course entry requirements were new this school year. There were 164 additional classes offered in the course Parenting and Child Development, and 266 additional classes offered in Foods and Nutrition. Students can now take these courses as early as the ninth grade without a prerequisite.

Teachers in the depressed areas receive technical assistance from State Home Economics Education Consultants, Regional Coordinators, and Vocational Directors. In addition, each school system has a Home Economics teacher representative that serves on a Regional Leadership Council that meets three times a year with a State Staff Consultant to give input for statewide planning and receive information on statewide directions. This representative reports back to the other home economics teachers in the school system.

In planning FHA/HERO activities, attention is giver to making all programs and project's available to all students. There is student and teacher representation from the depressed areas at the Leadership workshops.

C. Achievements in programs and support services in non-depressed areas.

The total Concentration of Low Income Families (CLIF), points of 41 or less are classified as being in the non-economically depressed category. The data is based upon the current Department of Commerce 1980 Census Study for Low Income Families. See Table 8.

Non-Economically Depressed Areas
(by Local Education Agency)

Table 8

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 010 | Alamance | 232 | Shelby | 491 | Mooresville | 792 | Western Rockingham |
| 011 | Burlington | 280 | Dare | 492 | Statesville | 793 | Reidsville |
| 020 | Alexander | 290 | Davidson | 500 | Lincoln | 800 | Rowan |
| 110 | Buncombe | 291 | Lexington | 530 | Lee | 801 | Salisbury |
| 111 | Asheville | 292 | Thomasville | 590 | McDowell | 810 | Rutherford |
| 120 | Burke | 300 | Davie | 600 | Mecklenburg | 840 | Stanly |
| 130 | Cabarrus | 320 | Durham Co | 620 | Montgomery | 841 | Albemarle |
| 132 | Kannapolis | 321 | Durham City | 630 | Moore | 850 | Stokes |
| 140 | Caldwell | 340 | Forsyth | 680 | Orange | 860 | Surry |
| 160 | Carteret | 360 | Gaston | 681 | Chapel Hill | 861 | Elkin |
| 180 | Catawba | 410 | Guilford | 750 | Polk | 862 | Mount Airy |
| 181 | Hickory | 411 | Greensboro | 751 | Tryon | 880 | Transylvania |
| 182 | Newton | 412 | High Point | 760 | Randolph | 900 | Union |
| 190 | Chatham | 450 | Henderson | 761 | Asheboro | 901 | Monroe |
| 230 | Cleveland | 451 | Hendersonville | 790 | Rockingham | 920 | Wake |
| 231 | Kings Mountain | 490 | Iredell | 791 | Eden | 970 | Wilkes |

In 1988-89, 46% of the school systems were in non-depressed areas. All new course competencies and objectives were implemented this year. Teachers received inservices on new directions during the two previous years; changes were implemented with confidence. Enrollment increased slightly, 2.5%. Nineteen additional teachers were hired in the state. FHA/HERO membership increased 5.9%.

Schools received technical assistance primarily through Regional Leadership Council Meetings, FHA/HERO Proficiency Events, Program Reviews, and Curriculum Workshops. The State Home Economics Staff, Regional Coordinators, and Vocational Directors provided this technical assistance for home economics teachers. A Summer Vocational Workshop, drawing 550 teachers, was held for four days on the new directions in Home Economics and on resources for teaching the new competencies.

The student organization FHA/HERO held a Leadership Conference in all eight (8) regions, as well as a state meeting. Twenty-five Proficiency Events were held in all eight (8) regions, with student winners competing at a state event. Three hundred (300) students participated in the State Proficiency Events. One hundred (100) students and advisers participated in the National FHA/HERO Leadership Meeting.

D. Achievements in State leadership.

The State Home Economics staff completed a Program Review of 21 school systems with 127 teachers, and visited 46 schools in the process. In addition, 84 schools were visited for technical assistance.

In the Regions, the staff directed two Regional Leadership Council meetings in all eight regions. One teacher from the 140 school systems in the state had the opportunity to attend. The staff supervised eight FHA/HERO Fall Leadership Workshops with 3,595 students, advisers and guests attending. They also supervised eight FHA/HERO Regional Proficiency Events with 1,969 students competing in 25 events.

In the State, the staff planned and directed workshops for 43 New and Returning Teachers, 25 Commercial Foods teachers, 32 Regional Leadership Council Board members, and 12 Teacher Educators. The staff planned and implemented the DACUM, Developing Curriculum, process for the program Custom Fashions and Interiors. There were 12 business and industry leaders involved in the process. Five teachers observed the task identification and wrote competencies and objectives for the newly identified tasks.

The staff planned and directed a four day Summer Workshop for over 550 teachers. The workshop included sessions on Home Economics Education for the year 2000, Enhancing the achievement of At-Risk Students, Curriculum Modification for Special Needs Students, Dietary Guidelines for Americans, and Strategies for Building Self-Esteem. Approximately two-thirds of the teachers in the State attended this inservice. In addition, the staff planned and directed the FHA/HERO State Leadership Workshop for 1,925 students, advisers and guests.

E. Exemplary programs developed.

At the Home Economics Education Summer Workshop, two 3-hour kalediscopes were held featuring exemplary programs in the state. The first session included presentations by home economics teachers with exemplary programs in the areas of FHA/HERO classroom integration, community and school involvement, and cooperative education opportunities for students. The second session featured programs on teenage parent services, opportunities for professional growth and international perspectives on housing.

IV. SECONDARY - Community Based Organizations (CBOs)

A. Number of students served by CBO (see Table 1)

B. Name and addresses of CBO's participating with eligible recipients.

(1) Stanly Industrial Services
730 Greenwood Street
PO Box 68
Albemarle, North Carolina 2800-0068

(2) Urban League
Charlotte Mecklenburg
401 East Second Street
Charlotte, North Carolina 28202

C. Types of services provided by CBO's

(1) transition services
(2) assessment
(3) counseling
(4) recruitment
(5) vocational training
(6) job placement
(7) sheltered employment

D. Exemplary programs developed

The Charlotte-Mecklenburg Urban League implemented an exemplary program for disadvantaged students. The overall goal of the program is to assist selected at risk students in making the successful transition from school to work. The components of the project are:

(1) Outreach -- recruiting and identifying at risk youth from the Charlotte-Mecklenburg schools for participation in the project.

(2) Guidance and Counseling -- assisting prospective students in determining occupational preferences and deciding if the Word Processing Training Center is appropriate.

(3) Pre-Vocational Preparation/Basic Skills Development -- Providing pre-vocational preparation, basic skills remediation, pre-entry typing, motivation, and support services to facilitate the entry of youth into the Word Processing Training Center.

(4) Training -- Providing comprehensive training in Typing, Word Processing, Business, English, Editing, proofreading, reference skills, general office procedure, and employability skills.

(5) Job Placement -- providing job placement assistance in unsubsidized employment.

(6) Follow-up -- tracking the progress and employment status of program completers for up to 360 days often initial job placement.

All students selected for paticipation in the program receive pre-vocational services. Seminars and field trips are offered to students to encourage them and inform them of options which exist. For those students with basic or typing deficiencies, every effort is made within the established school curriculum to allow these students to improve their skills. If a student is not able to obtain the necessary remediation in school due to a scheduling conflict or a need to complete core requirements, Urban League staff offer remedial classes in conjunction with the Concurrent Enrollment Program at CPCC which enables qualified high school students to take courses at CPCC for remedial purposes.

Upon completion of high school, each student enrolls in the next available training cycle. Four 12 week training cycles are held during the program year. Each cycle includes 135 hours of typing instruction, 135 hours of word processing and personal computer operations instruction, 40 hours Business English, 20 hours General Office Procedures, and 50 hours Life Skills/Employability Skills Training. Individual counseling and job placement assistance will be provided on an as needed basis.

Counseling for all project participants is provided on both a structured and an as needed basis. Career counseling is provided by the Urban League Job Readiness Instructor to all participants. Personal and academic counseling are afforded to all students by the Program Director as needed.

Employability skills training is provided for each student as part of the life skills curriculum. This class is taught by the Urban League Job Readiness Instructor. Topics addressed include self-awareness, communications, characteristics of a valuable employee, time management, resume preparation, interviewing, dress for success, and other topics deemed appropraite by the staff.

The Urban League Placement Specialist is responsible for the job development and placement of program completers. This task is facilitated by the established contacts the Urban League has in operating our two current employment programs (Word Processing Training Center and Special Employment Services).

Follow-up studies are conducted on all participants at 90 day, 180 day, and 360 day intervals after securing employment. The survey will track the participants job retenion, salary history, and other pertinent employment data.

**Results and Accomplishments of Expending**
**Title II - Part A Federal Funds**
**VOCATIONAL EDUCATION OPPORTUNITIES**
**POSTSECONDARY**

I. Vocational Education Opportunities Accomplishments

I. A. Handicapped

1. Number of handicapped receiving additional services in mainstream programs. (See Table 1)

2. Number of handicapped served in separate programs. (See Table 1)

3. Achievements in coordinating with vocational rehabilitation and other programs.

The 58 community and technical colleges of North Carolina are committed to serving the vocational education needs of the adult handicapped population of the state. Particular emphasis has been placed on the coordination of vocational programs and services with vocational rehabilitation and other related programs. Some of the community colleges in North Carolina actually have vocational rehabilitation facilities on campus and many others are located nearby.

Coordination is a key element in the first two steps taken to serve handicapped individuals--identification and assessment. Identification is accomplished by:

a. Voluntary self-identification through applications, registrations, and other reporting forms;

b. In-house identification through testing, counseling, and instructor feedback;

c. Referrals from Vocational Rehabilitation, Division of Health Services, JTPA, and high schools; and

d. Cooperative agreements with Vocational Rehabilitation, Departments of Social Services, community action agencies, and mental health clinics.

Assessment, the second step in providing the services to the handicapped population, is accomplished by several methods, used either separately or in combination. These methods include:

a. Standardized instruments such as the Meyers-Briggs type indicator;

b. Interviews, observations, and information passed from referral agencies;

c. Computer software to diagnose students' learning problems; and

d. Licensed psychological testing.

4. Description of additional or supplemental services provided to the handicapped.

Once handicapped students have been identified and their needs assessed, they are served by a variety of activities. These include but are not limited to:

a. Supplemental specialized counseling;

b. Development of placement tests in Braille;

c. Tutorial, interpreter, notetaker, signer, reader, and typing services;

d. Referral services and pamphlets that list services available to the handicapped;

e. Equipment such as large print typewriters, "phonic ears" and "minicom" phone adapters for the hearing impaired, and tape recorders;

f. Acquisition of special texts, or other special materials for handicapped individuals;

g. Special programs, including sheltered workshops or programs for the blind or hearing impaired; and

h. Special parking and elevator keys where required.

One of the most successful activities for the handicapped on many North Carolina community college campuses is individual counseling. The handicapped students meet individually with a counseling specialist for the handicapped and also with the Coordinator of Academic Support. Through these interviews, interests and needs are identified. The student is referred to either personal, employment, or career counseling. Their abilities are determined by entrance testing, conference with a counselor, or through cooperative efforts with Vocational Rehabilitation, Social Services, Services for the Blind, and

other human service agencies. Either the counselor or the Coordinator for Academic Support meets regularly with the student to check on progress and ensure that needs are being met.

Supplemental services and activities are provided on an "as needed" basis. Not all students who are handicapped need or even want special consideration and services. Most handicapped students are mainstreamed into regular classes. The task of the counselor, instructor and advisor is to find those who need special help and to provide it. Students with alcohol and drug related problems are referred to an appropriate student assistance program.

5. Exemplary programs developed.

As discussed above, the most important "program" provided for the handicapped students is to have a coordinator dedicated to counseling and assisting these students. Many colleges have hired a special needs coordinator or counselor who works with handicapped, disadvantaged, and other special needs students.

This past year, two of these counselors brought to our attention a problem their students had experienced with readers for the blind. They had found that readers were not being as attentive to the needs of the blind as they should have been. Our office sent a letter to all coordinators of special needs students to call this potential problem to their attention, and to request examples of solutions to the problem or of exemplary programs serving the blind.

We received a good response to our letter, both from those who were newly alerted to the problem, and from those who had suggestions. Some of the suggestions included:

1. Keep in constant contact with students who are receiving the assistance, to report any concerns, and write clear job descriptions for the part-time employees who work with the handicapped students;

2. Involve classroom teachers in a volunteer program to record their textbooks for the blind; teachers who use the same text could cooperatively make the recording. This option must appeal to the teacher's sense of altruism, and should offer some type of recognition award;

3. Only use readers or tutors with bachelors' degrees, and record the reading of textbooks to develop a library; and

4. Employ qualified readers, by announcing the job offering in several places, offering a fair wage, and requesting that the handicapped students allow more flexibility in their reading time slots; require that the handicapped student be an active participant in the process, showing as much independence as possible; and coordinate with other organizations serving the blind, such as the North Carolina Services for the Blind.

I. B. Disadvantaged - (Excluding LEP)

1. Number of disadvantaged individuals receiving additional services in mainstream programs. (See Table 1)

2. Number of disadvantaged individuals served in separate programs. (See Table 1)

3. Description of additional or supplemental services provided to the disadvantaged.

I. B. 1. **Identification and Assessment.** A large number of the individuals who come to community colleges in North Carolina are economically disadvantaged. Many are identified through student information forms provided at registration. Others are referred through social services agencies, the Employment Security Commission, JTPA, community action agencies, and similar groups. Some students are referred for special services by the colleges' financial aid offices. The standards for eligibility are established by the referral agency, Pell Grant application, participation in the JTPA program, or by comparing family income to the current OMB poverty guidelines.

Assessment is a vital step in the overall vocational education program, especially for the academically and economically disadvantaged population. Our colleges assess interests, abilities, and special needs in the following manners: preadmission conferences, career and academic guidance, personal counseling, financial assistance counseling, and academic testing. Instruments used for assessment of academic and other needs include admissions placement tests, the Career Assessment Inventory, and the Meyers-Briggs type indicator. Students are often referred to service provider agencies which, when appropriate, conduct further assessment. For example, some students are referred to the Employment Security Commission for GATB testing.

**Supplemental Services.** Supplemental counseling, tutoring, and special remedial programs are provided by the colleges to economically and academically disadvantaged students to foster their success. Most colleges encourage utilization of their learning resource centers and developmental studies programs.

The director of the program has found that the satellite counselors are able to reach more students than the regular college counselors had been able to, especially because of their previous contacts with the students. This program also serves to better inform the high school counselors of the programs and services available through the community colleges.

Another college developed a special program to offer individualized support for students identified as high risk for dropping out during their first year in college. The program, called the High Risk Intervention Program (HRIP), assigns peer monitors to help the high risk student become accustomed to the college activities and the campus life. The program also offers academic support through workshops, tutorials, and developmental courses. Last year, 80 students participated in the program.

I. B. Limited English Proficient (LEP)

1. Number of LEP individuals receiving additional services in mainstream programs. (See Table 1)

2. Number of LEP individuals served in separate programs. (See Table 1)

3. Description of additional or supplemental services provided to the LEP.

North Carolina has attracted people from other countries for several reasons. Large numbers of Spanish speaking people from Mexico or South America have entered the state as migrant farm workers. These people have gravitated toward the western and eastern areas of the state, where agricultural jobs are readily available during certain times of the year. In the past year or two, many of the farm workers have moved toward the larger cities to work in construction. This move toward the larger urban areas, and away from farm work, was partially motivated by the new legalization laws.

Asians and Southeast Asians also have immigrated to North Carolina. A large number of Hmong have moved into the mountain areas of the state, which have a similar geography to their home. In addition, a group of the Montagnards was purposely brought to North Carolina from Viet Nam and Cambodia and settled in the Raleigh, Greensboro, and Charlotte areas. Finally, the military bases in the state have attracted non- and limited-English speaking family members of military people. All of these groups are served through the LEP programs at the community colleges.

Identification, outreach, and recruitment of those eligible for LEP assistance is accomplished by self-identification, peer referral, or recruiter/counselor referral. Several colleges use native language speakers to recruit and refer individuals for assistance. Others are identified during the regular registration process. Supplemental services which were provided for the LEP included:

a. English as a second language class;

b. Tutoring in native language;

c. Translations of technical texts into native language; and

d. Guided Studies Center services, including individual or group tutoring, or special classes for the distinct needs of groups of people.

4. Achievements in serving the LEP students in terms of improved access and services provided that contribute to success in the program.

The North Carolina Community College System enrolled 3,410 LEP individuals during the 1988-89 fiscal year. Many of these students are enrolled in English as a Second Language programs to satisfy the requirements for legalization, which include hours in both English and American History. Other students are enrolled in the classes to obtain better jobs, or to work toward furthering their education. One community college has found that LEP students' attendance in classes tends to be excellent, and that once they have taken one class, especially for the Southeast Asian groups, they will go on for additional degrees, particularly a bachelor's degree.

I. C. Adults In Need of Training and Retraining.

1. Number of Adults enrolled in vocational education programs. (See Table I).

2. Types of retraining (quick-start) programs offered to adults.

The community college system has been very successful in retraining adult workers through many types of programs, and this success has been a major factor in North Carolina's economic growth. The existence of an accessible, low-cost, high quality system of community and technical colleges is a major drawing card for business and industry, and the state's program for attracting industry through customized training efforts is a model that has been studied and duplicated by other states.

The state offers two programs that are directed to training or re-training adults in local industries. Through its New and Expanding Industries program, the Department of Community Colleges and many local community colleges have worked closely with industries newly locating in the state. The colleges prepare a workforce that is trained at the time of the start-up of a new industry, as well as at the time of an expansion or upgrading.

In addition, the Focused Industrial Training (FIT) program addresses the needs of existing industries, primarily in manufacturing areas. The targeted occupations include: Maintenance mechanics, machinists, tool and die makers, electrical/electronics technicians, quality assurance technicians, and other jobs critical to an industry in technological transition.

Examples of ways in which the FIT funds have been used include:

a. A local company purchased equipment from outside the country, and needed to train several employees to operate and perform maintenance on the new equipment. Due to the high cost of locating an instructor and the small number of employees to be trained, the local college was able to provide needed training assistance through the use of FIT funds; and

b. Two national companies with plants in North Carolina needed to upgrade the skills of their maintenance mechanics. The local community college worked with each of the companies to design and deliver the appropriate training.

Eight community colleges were originally designated as centers to receive FIT grants. Since the beginning of the program, an additional 21 FIT centers have been designated. Funds also are available to serve industries located in service areas where there is no designated FIT center.

Each center is staffed by a coordinator whose responsibility is to work cooperatively with local industries to assess training need and deliver programs to ensure a well-trained workforce. This training can be conducted for as few as one or two individuals. FIT funds also may be used to secure instructors for very specialized instruction that could not be secured through regular state funding that the community college receives.

3. Achievements in serving adults who need training or retraining.

North Carolina has one of the largest and most comprehensive postsecondary vocational education systems in the nation. The primary mission of the system has always been the delivery of technical and vocational programs and basic education to adults. With 58 colleges serving over 82,000 full-time equivalent enrollments in occupational programs each year, the North Carolina Community College System is a model for postsecondary vocational education.

A majority of the students in both curriculum and extension programs are adults who have been out of high school for several years. The average age of all students is 30, and a majority of students are working part- or full-time.

4. Coordination activities with the JTPA and the private sector.

The North Carolina Community College System has a history of coordination with the private sector. The majority of the members of the State Board of Community Colleges are from the private sector. Occupational curriculum programs are required to have advisory committees with private sector members.

Coordination with JTPA is supported by a state-level technical assistance staff who help colleges establish and operate quality programs. JTPA funds are often used in conjunction with vocational education and other funds to support skills training for the disadvantaged through special classes or mainstreaming of eligible participants. JTPA dislocated worker funds have been combined with vocational education and other funds to offer programs developed for the workers of several major plants which have closed.

At the state level, the Vocational Education and the JTPA staff work together closely. The state level Interagency Coordinating Committee of the Job Training Coordinating Council is another mechanism for insuring that the programs are complementary.

The North Carolina Community College System continues to make great strides in its articulation efforts with the public secondary vocational education programs through the 2 plus 2 and "tech prep" models. Several of these articulated programs are now in place between the secondary and postsecondary systems in North Carolina. Both the coordination between the staff and the articulation efforts with the public secondary programs are preparing the Community College System for the anticipated changes of the reauthorization of the Carl Perkins Act.

I. D. Single Parents and Homemakers

1. Number of single parents and homemakers served at the secondary level. (See Table 1)

2. Number of single parents and homemakers served at the postsecondary/adult level. (See Table 1)

3. Description of services provided in successful single parent and homemaker programs.

Each of our 58 community colleges is at liberty to decide how to use its single parent/homemaker allocation. Consequently, the emphasis is different at each institution. Following is a list of activities in which the institutions typically engage:

1. Because our target population is mainstreamed into regular vocational education instructional and counseling programs, almost all institutions use the single parent/homemaker money to supplement salaries of personnel. Institutions have been instructed to prorate the single parent portion of a person's salary so that it represents the percentage of effort actually spent with that population. State money, it should be noted, more than matches federal money in supporting this population.

2. Some community colleges choose to assign single parent/homemaker money to assist their clients with support groups and one-to-one counseling especially tailored to issues affecting them.

3. Many institutions use all the single parent funds for direct, material support of students. In these cases, the funds provide child care, transportation, tuition, and books for single parents/homemakers, thus removing barriers that would otherwise prevent these women from staying in school.

4. Most institutions use all of the above strategies to serve the clientele. Emphasis varies at institutions according to administrators' perceptions of need.

4. Special delivery methods used that are unique and/or effective.

In response to institutions' requests for assistance with child care, the Department of Community Colleges has set aside almost one-third of total single parent funds to award to institutions submitting competitive proposals for child care arrangements for their clientele. As a result, 14 institutions in 1988-89 provided care for approximately 17 to 35 children per quarter. The child care program fulfills its purpose, according to reports from students, by allowing the clientele to enroll and stay in school. Without the child care, students would not have access to job training.

5. Method of determining the greatest financial need and number served who met the criteria.

   Community colleges are allowed autonomy in devising ways to certify a student's eligibility for direct support. Institutions generally use the same guidelines as either the Pell Grants, or JTPA or AFDC eligibility to determine the greatest need among their single parent/homemaker population. Virtually all institutions, in addition, require coordination of single parent money with the college's financial aid office, and students are required to apply for the more traditional forms of student aid before they are allowed access to single parent money.

6. Exemplary programs developed.

   As a demonstration program, the child care model is exemplary because of its role in encouraging institutions to develop independent resources over a five-year period. As a result of this special grant program, five institutions have used or are using the grant to subsidize child care in community facilities while they develop campus centers of their own. Other colleges have used the grant period to develop relationships with their local Departments of Social Services, some of whom seem likely to assume at least partial funding of students' child care needs once the institutions phase out of the grant program. The grant period also has stimulated other institutions to free their regular single parent allotment and to divert it entirely to child care.

   These institutions, it is important to note, were frequently conservative in their grasp of the need for students' child care; the success of the grant has been instrumental in persuading them to reallocate resources to this need. In fact, this has probably been the single most important success of the child care program.

   On a smaller scale, one college that did not benefit from one of the special child care grants developed a child care program that encouraged cooperation between parents enrolled in the college. The program, called Parent Partners in Education, coordinated an exchange of child care services between parents whose schedules permitted the exchange. For example, a parent who attended classes during the day could exchange child care with a parent who attended classes in the evening, and vice versa. The college assisted the students participating in the program by offering special counseling. The coordinator of the program reported that once the parents grew to know and trust each other, the program worked very well.

I. E. Students in Non-Traditional Programs (Sex Equity)

1. Number of students in non-traditional programs. (See Table I).

2. Achievements and services provided to reduce sex bias and sex stereotyping in vocational programs.

During 1988-89, 2,000 women were served with sex equity grants at a total cost of $243,815. Two major thrusts comprised the program:

Three hundred seventy one women were in one- or two-year programs in the skilled trades at nine of our colleges. The money invested by the sex equity program in these women has broken barriers to their training by providing them with material support (such as child care, transportation, or books); affective support (personal and group counseling, support groups, seminars dealing with the work place); and practical support (extensive personal, aptitude and occupational inventories, peer tutoring; job development and placement). Before the Perkins non-traditional grants, according to one local coordinator, women enrolled in non-traditional training, but they did not stay. Now they are staying. The program has, furthermore, made these women employable at a decent wage for the first time in their lives.

This array of services in the non-traditional programs cost $211,373, or $570 per student for the year.

The second thrust of the program focused on bringing more mature community people onto campuses for a series of workshops on occupational exploration. 1629 community people used such services as:

a. Computerized information such as CHOICES or TIPS;

b. Women's career information centers stocked with software, books, and periodicals addressing issues and problems of working women;

c. Workshops directed toward self-assessment with instruments such as the Myers-Briggs or the Personal Profile System;

d. Exploration of the character of the state and local work forces and how to capitalize on such information--non-traditional work received special emphasis; and

e. Workshops on job development with practice in interviewing and resume writing.

A total of $32,435 financed these activities and their administration at seven colleges, at a cost of approximately $20 per person (duplicated headcount).

3. Cooperative efforts with the private sector.

The non-traditional programs in particular use local advisory groups comprising professionals from the fields for which the women are training. Most of the nine colleges with non-traditional sex equity programs have co-op programs that enable a student to familiarize herself with the non-traditional work place. One of the non-traditional programs requires a summer internship in the area of training, while another of the programs is experimenting with a shadowing/mentoring relationship between the students and workers in the industry. All non-traditional programs sponsor visits by their students to work sites as well as visits by employers to campus.

4. Exemplary programs developed.

All of the programs are exemplary on account of their excellence alone. Retention rates of non-traditional women in the program average 75 percent from quarter to quarter. Although not all results are in, retention rates from fall through spring quarters range from 73 percent to 88 percent. Students uniformly turn in a B average. Follow-up studies at this point are rudimentary, but they indicate a range from 38 percent to 85 percent placement in either 1) the job for which the student was trained, or 2) further studies in a related occupational program at a college.

Some of the special programs developed by the colleges deserve special notice. One college, for example, organized a conference entitled Planning for the Second Half of Life: Black Women's Conference. The conference was targeted to reach minority and low income women, aged 45 and over. The conference coordinator developed a brochure that was distributed in appropriate places to reach the targeted audience. The topics focused on upgrading two basic life-coping skills: money management, and personal development.

I. F. Criminal Offenders in Correctional Institutions

1. Numbers served through programs in correctional institutions. (See Table 1)

2. Names and addresses of institutions participating.

The following North Carolina community colleges and corresponding North Carolina Department of Corrections institutions cooperated to provide vocational education programs, services and activities funded with Carl D. Perkins Vocational Education Act one percent funds.

| | |
|---|---|
| Carteret Community College<br>3505 Arendell Street<br>Morehead City, NC 28557 | Carteret Correctional Facility<br>P.O. Box 220<br>Newport, NC 28570 |
| Central Carolina Community College<br>1105 Kelly Drive<br>Sanford, NC 27330 | Harnett Youth Center<br>P.O. Box 1569<br>Lillington, NC 27546 |
| Davidson County Community College<br>P.O. Box 1287<br>Lexington, NC 27292 | Davidson Correctional Center<br>1400 Thomason Street<br>Lexington, NC 27292 |
| James Sprunt Community College<br>P.O. Box 398<br>Kenansville, NC 28349 | Duplin County Correctional Center<br>P.O. Box 737<br>Kenansville, NC 28349 |
| Martin Community College<br>Kehukee Park Road<br>Williamston, NC 27892 | Martin Correctional Center<br>P.O. Box 626<br>Williamston, NC 27892 |
| | Washington County Correctional Center<br>P.O. Box 439<br>Creswell, NC 27928 |
| McDowell Community College<br>Rt. 1, Box 170<br>Marion, NC 28752 | McDowell Correctional Unit<br>Rt. 1, Box 169<br>Marion, NC 28752 |
| Nash Community College<br>P.O. Box 7488<br>Rocky Mount, NC 27804 | Franklin Correctional Center<br>P.O. Box 155<br>Bunn, NC 27508 |
| Piedmont Technical College<br>P.O. Drawer T<br>Yanceyville, NC 27379 | Blanch Youth Center<br>Rt. 1, Box 140<br>Blanch, NC 27212 |
| Surry Community College<br>Box 304<br>Dobson, NC 27017 | Yadkin Correctional Center<br>Rt. 2, Box 523-B<br>Yadkinville, NC 27055 |
| Wilkes Community College<br>P.O. Box 120<br>Wilkesboro, NC 28697 | Wilkes Correctional Center<br>404 Statesville Road<br>Wilkesboro, NC 28659 |

3. Types of services or programs provided and achievements.

The $257,462 in Carl D. Perkins money was awarded through a competitive grant process to ten community colleges. The funding enabled them to enhance an already existing, comprehensive program of corrections education coordinated with the North Carolina Department of Corrections. With this funding, 1,267 additional inmates enrolled in one of the following programs, or received one of the additional services:

1. Computer training;
2. Sign Manufacture;
3. Horticulture;
4. Basic Skills Preparation;
5. Carpentry and Electrical Maintenance;
6. Digital Electronic Repair;
7. Food Service Preparation and Management;
8. Basic Quantity Cooking;
9. Various Additional Academic and Vocational Courses;
10. Case Management;
11. Counseling;
12. Assessment, Career Planning, and Placement;
13. Substance Abuse Counseling;
14. Pre-Release Training;
15. Job Readiness Training; and
16. On-the-job Training.

One of the ten programs originally funded was not able to conduct the proposed project, because of Department of Corrections disapproval at the last moment (the college had already advertised for the position.) The project was disapproved because of federal regulations regarding the number of square feet required per inmate, thus reducing the number of inmates and the interest for the program.

Most of the successful programs found that a full-time or part-time staff person dedicated to counseling the inmates was an invaluable part of the program, which would not have been possible without the funding. Inmate evaluations also recorded good reactions to the focuses of several of the programs. At least two of the programs improved or altered existing facilities to conduct the programs, including locating, moving and renovating a used trailer for use in computer training.

4. Additional funds expended for criminal offenders from the Carl D. Perkins Act, such as Title II-A, disadvantaged, or Title II-B.

No additional Carl D. Perkins Act funds were expended for criminal offenders in vocational education.

5. Exemplary programs developed.

The program offered by Central Carolina Community College (CCCC) is an exemplary program developed with the Carl D. Perkins funding. CCCC used the funds to offer a new curriculum at Harnett Correctional Institution. The new program was Digital Electronic Repair and was the first "high technology" curriculum to be offered jointly by the North Carolina Department of Corrections (DOC) and the Department of Community Colleges (DCC). The program covers four quarters and provides the necessary training for the repair of electronic circuits in computers. It teaches the technical knowledge and mechanical skills necessary to locate a defective circuit board in a computer, and to locate and replace defective components on the circuit board.

The Chief of Educational Services for the DOC advised area correctional institutions of the new curriculum and asked the case managers at the different institutions to refer all interested inmates who met the entrance requirements to be transferred to Harnett. Once the interested inmates arrived at Harnett, they were assigned to a school counselor (DOC employee) who further advised them about the nature of the program, administered a locally devised math test, and conducted a joint interview involving the inmate, the instructor, and the coordinator of inmate education for CCCC. The screening process resulted in the acceptance of fourteen students into the DER program. On February 24, 1989, all fourteen graduated from the one-year curriculum. CCCC believes that the frequent counseling provided by the DOC school counselor, combined with good instruction and proper screening, allowed the college to graduate everyone that enrolled.

Since graduation, six of the the inmates have been transferred to other correctional institutions. Two of the six are on work release, another two are at honor grade units, and another two are continuing their education at other locations. Of the eight graduates still at Harnett, one is assigned to the Vocational School to help operate and maintain computers in the school and throughout the unit. The remaining seven graduates are continuing their education at Harnett by taking an electrical wiring course.

After the first class graduated in February, CCCC, in concert with DOC, used a similar screening process to select and enroll a new class of thirteen students that started the DER curriculum program in the spring of 1989.

**Results and Accomplishments of Expending**
**Title II - Part B Federal Funds**
**Vocational Educational Program Improvement, Innovation,**
**and Expansion**

## II. Program Improvement Accomplishments

A significant program improvement accomplishment for postsecondary vocational education is the Curriculum Improvement Project.

The goal of the Curriculum Improvement Project (CIP) is to provide inservice training and curriculum development to update a curriculum or curriculum area. The curricula chosen are those that are being impacted by technological, sociological or economic changes. Through a request for proposal process, a college with a quality curriculum program is funded to be a resource college and to provide leadership in organizing the other colleges to address the identified problems in the targeted curriculum area. The strategy for addressing the problems is to use staff development activities to update the instructors' knowledge, particularly in the area of technology, and to update the content of the curriculum and continuing education courses.

Four colleges received funds to implement curriculum improvement projects during 1988-89.

Fayetteville Technical Community College -- Air Conditioning, Heating and Refrigeration;
Forsyth Technical Community College -- Diesel Mechanics;
Carteret Technical College -- Radiologic Technology; and
Sandhills Community College -- Horticulture.

These four colleges used a variety of activities to address the particular problems identified for their curriculum areas:

- Developed lending libraries;
- Distributed reference materials;
- Held workshops and training sessions;
- Conducted evaluative surveys;
- Distributed newsletters;
- Developed curriculum models;
- Organized professional associations;
- Distributed computer packages and materials; and
- Worked with industries to assist in instructor training or development of materials.

Air Conditioning, Heating, and Refrigeration CIP
Fayetteville Technical Community College

This project completed the second year of a two year project. The target audience was 33 colleges which offer one or both of the two curriculum titles, one vocational and one technical. During the past year the following activities were conducted:

1. Offered two workshops, including a statewide CIP workshop with 14 hours of training for HVAC faculty;

2. Developed two curriculum models for the vocational level curriculum: One is for the diploma program and the other is for the advanced diploma program.

3. Compiled an Air Conditioning, Heating, and Refrigeration competency-based curriculum manual, which was printed in June, 1989;

4. Distributed four editions of the project newsletter; and

5. Organized a statewide association for HVAC faculty: The Air Conditioning, Heating, and Refrigeration Educators Association. The charter meeting was in October, 1988.

The principle product of this CIP is the manual: Air Conditioning, Heating, and Refrigeration: A Competency-Based Curriculum Manual. The instructors are pleased with the new manual, which they believe is better suited to the needs of industry and their students. In addition, instructors commented that the project allowed them to achieve better communication with industry, and a better awareness by industry of the programs offered in the community colleges. The instructors also benefited from the interaction with other HVAC colleagues across the state.

Diesel CIP
Forsyth Technical Community College

This project completed the second year of a two year project. The target audience was 18 colleges that offer one or more of three curriculum titles in the diesel area, two vocational and one technical. During the past year the following activities were conducted:

1. Offered four workshops, including:

   - o A workshop on the Caterpillar PEEC System, where participants were allowed to work with the Caterpillar's programmable fuel system;
   - o A three-day hands-on workshop on the PACE/ECI Cummins Engine;
   - o A workshop on Electricity/Electronics;
   - o A workshop on transmissions, co-sponsored by the Eaton Corporation;

2. Provided four sets of power train components, donated by the Eaton Corporation, to be shared among institutions in each of four regional districts; and

3. Developed a computer program for tracking competencies, which uses the state competency list and a correlated task list from ASE.

New diesel emission standards, required to be in place by 1991, drew the focus of this CIP. During the course of the project, the director has been satisfied that the activities have addressed any needs or deficiencies as they were noted. The project has attracted the attention of local industry, which has donated equipment and provided additional training.

With the increased attention the project has brought to diesel mechanics, the instructors have been inspired to clean up their shops, which, according to an informal evaluation, has led to improved instructor attitudes and to higher projected enrollments. As the project approaches its completion, the director would like to develop a continuing structure that would support a coordinator who could maintain business and industry connections, as well as support for the instructors.

Radiology CIP
Carteret Community College

This project completed the first year of a two year project. The target audience is 13 colleges that offer radiologic technology programs.

During the past year the following activities were conducted:

1. Offered 26 hours of training for instructors, including workshops on:

   - o Critical thinking;
   - o Teaching radiology;
   - o Recruitment and retention of students;
   - o Using computer assisted instruction;

2. Produced two newsletters;

3. Developed a resource library;

4. Distributed a computer package teaching math drills (geared toward radiology);

5. Developed and distributed a course outline package and a comprehensive exam for radiology;

6. Compiled a glossary for computer-assisted instruction;

7. Devised and distributed a worksheet for integrating computer-assisted material into the curriculum; and

8. Developed three computer instructional software packages and modified them to be compatible with IBM PCs and MacIntosh systems.

This program had a slow start, due to the late arrival of a crucial part of the computer software package. Even with the slow start, however, instructors attended workshops relevant not only to teaching radiology, but also to critical thinking and recruitment and retention issues. Evaluations of the workshops revealed that most instructors found the workshops very helpful, although a few did not see as great a usefulness. Most found the computer applications discussed in the workshops the most helpful, along with the interactions with other instructors.

Horticulture CIP
Sandhills Community College

This project completed the first year of a two year project. The target audience is 21 colleges that offer one or more of nine horticulture curriculum titles, three vocational and three technical.

During the past year, the following activities were conducted:

1. Established a video lending library, with 45 tapes available for use by horticulture instructors throughout the system;

2. Distributed approximately $300 worth of reference materials, including computer programs, videos, and reference manuals, to each horticulture curriculum program;

3. Offered 26 hours of training to instructors, including workshops on:

   o Grafting/budding and Plant Propagation;

   o Landscaping and Plants Maintenance (Sessions at instructors conference); and

   o Recruitment/retention, Computer Skills and Computer Graphics;

4. Entered into an agreement with N. C. Nursery Notes magazine to highlight one Community College horticulture program in each monthly issue;

5. Neared completion on a recruitment video promoting Community College horticulture programs;

6. Distributed a survey evaluating the needs of the labor market to 500 members of the North Carolina Nurserymen Association (NCAN);

7. Distributed 8 newsletters detailing activities of the project and providing instructional information to the institutions;

8. Initiated a revision of the Certified Plantsman Manual in conjunction with NCAN. In addition, prepared a test based on the contents of the manual; students successfully passing the test would be issued a Certified Plantsman's Certificate;

9. Distributed copies of magazine and journal articles, as well as other research papers, to the institutions; and

10. Mailed letters to instructional administrators identifying the hours of instruction offered by the CIP, as well as the number of hours each of their designated instructors participated in the project.

Four of the five major project goals were met, with the last in its preliminary stages. The participating instructors appreciated the hands-on experience the workshops afforded, as well as the access to additional materials. They also believed that the CIP has fostered greater industry awareness of their programs, which should lead to better job opportunities for their students. The institutional sponsor valued the networking opportunities with other horticulture programs across the state.

In May, 1989, the State Board of Community Colleges approved the following curriculum improvement projects:

Two-Year Projects -- Second Year Funding 1989-90

Carteret Technical College -- Radiologic Technology; and
Sandhills Community College -- Horticulture;

New Two-Year Projects -- First Year Funding 1988-90

Beaufort County Community College -- Mechanical Drafting; and
Pitt Community College -- Machinist Technology.

SPECIAL ALLOCATIONS FROM PROGRAM IMPROVEMENT FUNDS

Seven additional projects were funded with Title II-B Program Improvement Funds. Individual Community College representatives submitted proposals to vice presidents in the Department of Community Colleges to fund special projects that were unique or demanded immediate attention. The seven projects and their sponsors are listed below:

| | |
|---|---|
| Interactive Laser Video Disk Technology for Teaching Literacy and Micro-Business Entrepreneurial Skills | Training and Development Resources<br>2634 Chapel Hill Blvd.<br>Durham, NC 27707 |

| | |
|---|---|
| Avionics Technician Curriculum | Guilford Technical Community College<br>P.O. Box 309<br>Jamestown, NC 27282 |
| Upgrading Vocational Education in Prisons | Central Carolina Community College<br>1105 Kelly Drive<br>Sanford, NC 27330 |
| Swine Management Technology | James Sprunt Community College<br>P.O. Box 398<br>Kenansville, NC 28349 |
| Associate Degree Nursing | Piedmont Community College<br>P.O. Box 1197<br>Roxboro, NC 27573 |
| Desktop Publishing Curriculum Development | Randolph Community College<br>P.O. Box 1009<br>Asheboro, NC 27204 |
| Computer Technology Center/ Demonstration Program | Richmond Community College<br>P.O. Box 1189<br>Hamlet, NC 28345 |

The amount of funding for these projects ranged from $2,250 to $100,000, and the project funding period varied as well. Each of these projects was directed at innovative programs or services for the community college students, and the results of each project will benefit the community college system as a whole.

Follow-up Study of 1986-1987 Students
North Carolina System of Community Colleges

This report summarizes data collected through telephone surveys of students who attended vocational or technical curriculum programs at twelve North Carolina community colleges during the 1986-87 academic year, but who did not register for courses at these colleges in the fall of 1987.

The population included 9,510 students, 24.4 percent of these students had completed their curriculum programs at the time of the survey and 75.6 percent had not completed their program of study.

Telephone interviews were conducted between December, 1987, and May, 1988. The total completed interview response rate was 42.5 percent. Response rates for the individual colleges varied from 39.8 percent to 46.2 percent. Other categories of the final sample disposition included: wrong or out-of-service numbers with no other listings available from telephone directory assistance (26.4%); continual busy signal or answering machine, and repeatedly unavailable or no answer when called back (23.0%); moved and could not be located, including serving military duty (5.8%); refusal to participate in an interview or termination of a partially completed interview (2.0%); deceased (.4%); and currently institutionalized (.1%).

Women made up 60.3 percent of the survey population and 60.8 percent of the respondent pool; minorities were 32.4 percent of the survey population and 28.9 percent of the respondent pool. There were very small differences between the proportions of the respondents who were day students (75.3% of survey respondents compared to 75.7% of survey population) and students under 25 years of age (38.9% of respondents compared to 39.1% of survey population) or 25 years and over (61.1% of respondents compared to 60.9% of survey population). There were also small differences between respondents and the survey population for graduates (25.9% of respondents compared to 24.4% of the survey population) and early leavers (74.1% of respondents compared to 75.6% of the survey population). In all, the students had been enrolled in 129 different programs -- 83 technical and 46 vocational. One of these programs which is only offered at one of the twelve study campuses had no respondents. The Chemical Technology Program at Fayetteville Technical Community College was represented by one student in the sample who could not be located and interviewed by telephone.

The survey results indicate a high level of student satisfaction with most programs and courses offered by the twelve colleges. The percentage of students who rated various services as "excellent" are listed below by area:

quality of instruction (58.0%);
course content (51.1%);
equipment and facilities (50.3%);
variety of classes (51.2%);
instructors interest and availability (62.2%);
textbooks and materials (50.9%); and
mix of hands-on experience and classroom work (52.5%).

The students gave largely adequate ratings when excellent was not given: support courses (58.5%); and scheduling of classes (51.5%). Although an unsatisfactory rating was seldom given by students, the following received the most: scheduling of classes (6.2%); instructor interest and availability (4.0%); and variety of classes (3.6%). Respondents working in training-related jobs gave high marks to the training they had received on campus with over 90 percent describing the training as "very good" or "good" preparation for their jobs (61.6% and 28.7%, respectively).

Over 96 percent of the respondents said they would recommend their curriculum program to a friend (90.8% would recommend, and 5.7% would recommend, but would point out some shortcomings). Over 97 percent of the respondents said they would recommend the college (94.4% would recommend and 3.4% would recommend, but would point out some shortcomings). While 74.1 percent of the respondents had not yet completed their programs, the majority of these students said they planned to take more courses at a North Carolina community college in the future (44.3%, probably within a year, and 31.9% were not sure when). In addition, a majority of the program completers predicted they would return in the future (26.6%, probably within a year, and 31.5%, not sure when).

Those students reporting they had used various support services offered by the colleges were least satisfied with job search assistance. Job search assistance was used by less than a fifth of the respondents with 14.9 percent of these users expressing dissatisfaction with the service. Further, 8.9 percent of all respondents said they were unaware that the service was available.

The majority of program completers (68.2%) were working, primarily in training-related jobs. Of the completers working in other fields, about a third said they were working in other jobs because they did not feel prepared for jobs in the field of their training (32.6%); 21.7 percent preferred working in another field of employment; 21.3 percent found a better paying job in another field; 20.2 percent could not find a job in their field of preparation; and 4.1 percent were taking general interest courses, not courses to prepare for a job.

Among the eight largest programs (evaluated by 100 or more respondents), a third or less of the completers were working out-of-field. These programs and the percent working in a job not related to training were: Business Computer Programming (33.3%), Business Administration (25.3%), General Office Technology (21.9%), Cosmetology (19.8%), Accounting (7.5%), Associate Degree Nursing (R.N.) (7.5%), Electronics Engineering Technology (5.7%), and Secretarial-Executive (5.0%).

Student Follow-up Report 1987-88
North Carolina System of Community Colleges

This report summarized data collected through telephone surveys of students who attended vocational or technical curriculum programs at twelve North Carolina community colleges during the 1987-88 academic year, but who did not register for courses at these institutions in the fall of 1988. The population included 9,513 students; 11.8 percent of these students had completed their curriculum program at the time of the survey, and 88.2 percent had not completed their programs of study.

Telephone interviews were conducted between December 1988, and April 1989. The total completed interview response rate was 43.4 percent (4,130 respondents). Response rates for the individual institutions varied from 40.2 percent to 46.0 percent. Other categories of the final sample disposition included: wrong or out-of-service numbers with no other listings available from telephone directory assistance (25.3%); continual busy signal or answering machine, and repeatedly unavailable or no answer when called back (23.3%); moved and could not be located, serving military duty away from home and deceased individuals (5.7%); refusal to participate in an interview or termination of a partially completed interview (1.8%); and currently institutionalized (.2%).

Women made up 56.0 percent of the survey population and 56.5 percent of the respondent pool; minorities were 24.2 percent of the survey population and 21.1 percent of the respondent pool. There were very small differences between the proportions of the respondents who were day students (60.5% of survey population compared to 59.0% or the respondents), students under 25 years of age (40.0% of respondents compared to 41.4% of survey population) and 25 years and over (60.0% of respondents compared to 58.6% of survey population). There were also small differences between respondents and the survey population for both graduates (12.6% of respondents compared to 11.8% of the survey population) and early leavers (87.4% of respondents compared to 88.2% of the survey population). Overall, the students in the survey population had been enrolled in 115 different program--64 technical and 51 vocational.

The survey results indicate a high level of student satisfaction with most programs and courses offered by the twelve institutions. The services rated as mostly "excellent" were: equipment and facilities (50.8%); and instructor interest and availability (52.9%). The students gave largely adequate ratings when excellent was not given, as follows:

quality of instruction (49.2%);
course content (54.7%);
scheduling of classes (52.1%);
variety of classes (54.5%);
textbook and materials (52.1%);
mix of hands-on experience and classroom work (47.7%); and
support courses (59.8%).

Although an unsatisfactory rating was seldom given by students, the following received the most: scheduling of classes (9.0%); variety of classes (7.7%); and instructor interest and availability (6.4%). Respondents working in training-related jobs gave high marks to the training they had received on campus, with over 80 percent describing the training as "very good" or "good" preparation for their jobs (50.9% and 33.4%, respectively).

Approximately 96 percent of the respondents said they would recommend their curriculum program to a friend (82.0% would recommend, and 13.9% would recommend, but would point out some shortcomings). Approximately 98 percent of the respondents said they would recommend the institution (85.3% would recommend, and 12.2% would recommend, but would point our some shortcomings). While 87.4 percent of the respondents had not yet completed their programs, the majority of these program leavers said they planned to take more courses at a North Carolina community college in the future (34.8%, probably within a year, and 38.0%, were not sure when). In addition, a majority of the program completers predicted they would return in the future (23.8%, probably within a year, and 35.5%, not sure when).

Those students reporting they had used various support services offered by the institutions were least satisfied with job search assistance. Job search assistance was used by less than a fifth of the respondents with 23.8 percent of these users expressing dissatisfaction with the service. Further, 13.9 percent of all respondents said they were unaware that the service was available.

Of the program leavers (87.4% of respondents), the main reasons for not returning in the fall of 1988 were: because they felt they had completed their course requirements (20.3%), because of other circumstances, such as academic or financial problems (20.2%), and because of job and class schedule conflicts (17.5%). The largest percentage of leavers (30.7%) said that expanded course offerings might have persuaded them to take courses in the fall of 1988. Program leavers also said that providing help in getting jobs (25.1%), offering night courses (24.3%), providing help in getting financial aid (23.1%), offering weekend courses (22.9%), and making credits transferable (22.3%) might have persuaded them to return to a community college. Of the reasons for returning to a community college, program leavers indicated three services that would have helped the most: expanding course offerings (13.8%), providing help in getting jobs (11.8%), and providing help obtaining financial aid (11.3%).

The majority of program completers (65.5%) was working in training-related jobs. Of the completers working in other fields, about a third said they were working in other jobs because they found a better paying job in another field (30.4%); 25.9 percent could not find a job in their field of training; 20.0 percent preferred working in another field; 13.3 percent did not feel prepared for jobs in their field; and 10.4 percent were taking general interest courses, not courses to prepare for a job.

Of the ten largest programs (evaluated by 110 or more respondents), five programs had a third or less of the completers working out-of-field, and two programs, Auto Mechanics and Electronics Engineering Technology, had over two-fifths of the completers working in another field. The remainder of the largest programs and the percent working in a job not related to training were: Early Childhood Associate (33.3%), Secretarial-Executive (33.3%), Business Administration (24.5%), Business Computer Programming (20.0%), General Office Technology (18.2%), Cosmetology (18.2%), and Accounting (17.9%).

The percentages of program leavers working in training-related fields and working in other fields were almost equal (43.2% and 43.9%, respectively). Almost a third of the leavers working in other fields said they had not felt prepared for jobs in their field (31.4%); 25.9 percent found a better paying job in another field; 17.4 percent preferred working in another occupation; 13.4 percent took courses for their own interest; and 11.9 percent could not find a job in their field of training.

Of the ten largest programs (evaluated by 110 or more respondents), two programs had over half of the program leavers working out-of-field: Auto Mechanics (58.1%) and Electronics Engineering Technology (51.9%). Five other programs had over 40 percent of the leavers working in another field: Cosmetology (49.0%), Business Computer Programming (47.7%), Accounting (45.5%), General Office Technology (42.6%), Business Administration (42.5%). Two programs fell below 40 percent for leavers working out-of-field: Secretarial-Executive (37.0%), and Early Childhood Associate (21.6%).

IV. POSTSECONDARY - Community-Based Organizations (CBOs)

A. Number of Students served by CBOs.

See Table 1.

B. Name and addresses of CBOs participating with eligible recipients.

Alamance Community College
P.O. Box 623
Haw River, NC 27258

Guilford Technical Community College
P.O. Box 309
Jamestown, NC 27282

Mayland Community College
P.O. Box 547
Spruce Pine, NC 28777

Nash Community College
P.O. Box 7488
Rocky Mount, NC 27804-7488

Nash Community College
P.O. Box 7488
Rocky Mount, NC 27804-7488

Vocational Trades of Alamance
717 N. Park Avenue
Burlington, NC 27215

Guilford Native American Assoc.
400 Prescott St.
P.O. Box 5623
Greensboro, NC 27403

WAMY Community Action, Inc.
P.O. Box 552
Boone, NC 28607

Rocky Mount Opportunities
Industrialization Center
402 Virginia Ave.
P.O. Box 2723
Rocky Mount, NC 27802

Choanoke Area Development
Association, Inc. (CADA)
P.O. Box 530
Rich Square, NC 27869

C. Types of services provided by CBOs.

Four of the five CBO projects focused on recruiting disadvantaged youth or adults for assessment or counseling, with an ultimate goal of bringing individuals into an educational or job readiness program. The fifth project developed enclave positions for mentally or physically handicapped individuals. The recruitment and counseling projects included activities such as:

- o Conducting outreach for projects with pamphlets, fliers, strategically placed advertisements, and personal contact;
- o Conducting evaluations;
- o Making referrals to college departments or employers;
- o Conducting participant follow-up;

- o Counseling;
- o Providing basic skill development;
- o Providing transportation to classes or for field trips;
- o Training in employment skills;
- o Providing financial assistance to overcome barriers to participation; and
- o Familiarizing participants with college and career choices.

Two of the CBO projects directed their efforts at Native Americans. The Guilford Native American Association, in Greensboro, served a relatively large enclave of Native Americans from several different tribes. The Choanoke Area Development Association primarily served members of the Haliwa-Saponi tribe, located in Hollister, although any individual in the area was welcome to participate in the project.

D. Exemplary programs developed.

The enclave project operated by Alamance Community College and Vocational Trades of Alamance has had several successes. The project seeks to place a group (enclave) of handicapped people and a professional instructor in a competitive industry to operate a section of a department or portion thereof. The concept is designed for integration and long-term training, support, and employment. The instructor works with the enclave placed in the industry until the individual or individuals are competent and comfortable with the position, and then the instructor moves on to another work site. This year, the second operational year of the project, the instructor added three new enclave sites, and expanded the opportunities at the continued site. He continues to develop new sites for placing the handicapped individuals.

The individuals participating in the project also have seen personal successes. One participant was trained at one enclave site, then moved to another, where he continues to progress both in his personal life and at work. He has moved out of his parents' home into a house next door. He is completely responsible for cooking, laundry and household chores for the first time in his life. Although the adjustment has been difficult in some ways, he appears to be handling the new responsibilities. He obtained his driver's permit and then license, with assistance from the enclave instructor, and now drives his own car to and from work.

Two other participants have obtained driver's licenses with assistance from the enclave instructor. Another drew on her experience in one of the enclaves to apply for and obtain a job in another town where she now resides. All of these are seen as positive signs of growth and maturation.

Finally, the project advisory council has actively assisted the project in setting the structure of the project, assisting in industry access and selection, advocacy and referral. One result of the advisory council's activities has been an enhanced industry appreciation for the enclave project, as well as for transitional, supported, or integrative programs for handicapped individuals.

A second exemplary program is the Model for Improving Vocational Choice, Education and Training (MIVCET) project developed by Guilford Technical Community College and Guilford Native American Association. The thrust of their project is to counsel, support and inform the Native American youth in the Greensboro area of educational and career opportunities, in order to stem the high dropout rates in the population.

The project coordinator has documented the project model and has prepared the documentation for dissemination. He expects it to serve as a resource for other community colleges in areas with large Native American populations who may wish to implement a similar program. Finally, the model can be used by other Native American organizations for use in their communities. The documentation includes specific case histories to show what can be achieved on an individual level when the model is used.